DOCUMENT RESUME

ED 184 460 HE 012 487

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TITLE Impact: Bishop College and Government. An Institutional Self-Study on Government and Higher Education.
INSTITUTION Bishop Coll., Dallas, Tex.
SPONS AGENCY Sloan Commission on Government and Higher Education, Cambridge, Mass.
PUB DATE 30 Sep 77
NOTE 107p.; For related Sloan Commission documents, see ED 161 306, ED 176 679, ED 179 174, ED 180 273, HE 012 421-427, HE 012 429-432, HE 012 434-439, HE 012 442-445, HE 012 448-449, HE 012 465-474, HE 012 476-480, HE 012 482-490.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Access to Education; Black Colleges; Budgets; Case Studies; *Compliance (Legal); Educational Finance; Educational History; Educational Improvement; *Federal Aid; Federal Government; *Government School Relationship; *Higher Education; Institutional Characteristics; Program Budgeting; *Self Evaluation (Groups); Small Colleges; Student Financial Aid
IDENTIFIERS *Bishop College TX; *Sloan Commission Studies

ABSTRACT

The relationship between government and Bishop College in regard to federal funding and the effect of federal compliance is examined. The four significant impact components that comprise the study are historical impact, statistical impact, federal impact (positive and negative aspects), and operational/functional impact. Basic instruments used to secure input from the college community and participants responsible for the implementation of programs supported by federal funds were these: a questionnaire on Perceptions Regarding Federal Program Support; a questionnaire on Program Impact for Federally Funded Programs; and a table of statistical information regarding Bishop College and federal support. Four issues surfaced from the study: (1) the growth of the college because of federal funding; (2) an analysis of the welfare syndrome versus survival; (3) the benefits accrued to students and society; and (4) the impact of federal funding on administrative/teaching functions. Several recommendations are offered, such as that special consideration be given to Bishop College and other black colleges for special grants; that evaluation/monitoring mechanisms be improved to reduce excessive paper work; that there be a 50 percent forgiveness of loans received to construct facilities over the next ten years; and that planning grants be provided for continuous upgrading of planning. Appendices provide a list of fund-raising charts, a schedule of loans, federal programs received, and a comparison of private versus federal program funds. (LC)

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BISHOP COLLEGE

DALLAS, TEXAS

"Impact: Bishop College and Government"

AN INSTITUTIONAL SELF-STUDY ON GOVERNMENT AND HIGHER EDUCATION

Submitted to the SLOAN COMMISSION

SEPTEMBER 30, 1977

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ED184460

HE 012 487

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ACKNOWLEDGEMENT

The members of the Bishop College/Sloan Commission Self-Study Task Force wish to express their grateful appreciation to the Bishop College community for the contributions made to complete this significant study on Government and Higher Education.

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"IMPACT: BISHOP COLLEGE AND GOVERNMENT"

INTRODUCTION:

In April, 1977 Bishop College and several other institutions were extended the invitation to participate in the Sloan Commission Study on Government and Higher Education to assess the impact of federal funding on the educational process, and the effect of federal compliance upon the implementation of their mission. Bishop College accepted the invitation and a project coordinator was appointed.

With the appointment of a project coordinator, a Self Study Task Force was appointed whose membership consisted of the following representatives:

Project Coordinator

The Vice President

The Director of Planning, Management and Evaluation

The Business Manager

The Director of Development

The Dean of Student Affairs

Chairperson, Division of the Social Sciences

The President

The Acting Registrar

The Director and Assistant Director of Financial Aid

The Chairperson, Committee on Student Aid

The Associate Dean

Chairperson, Division of the Natural and Mathematical Sciences

Professor of Sociology and Director, Urban Affairs Center

The Task Force reviewed the mission of the College and the impact which federal funding has made. After a careful assessment of all factors involved, the Task Force determined that there were four significant impact components which should comprise a Self Study conducted by Bishop College: the historical, the statistical, the federal(positive and negative aspects), and the operational/functional. An institutional summary and proposed recommendations will follow.

Three basic instruments were used to secure input from the College

community and participants responsible for the implementation of programs supported by federal funds. They were:

A Questionnaire on Perceptions Regarding Federal Program Support,

A Questionnaire on Program Impact for Federally Funded Programs,

A Table of Statistical Information Regarding Bishop College and Federal Support.

The Self Study which follows must be read and understood within the unique context of Bishop College and its mission.

Institutional Characteristics:

Bishop College, a predominantly black, church-related, liberal arts college with an approved teacher education program, was established in 1881 by a band of illiterate ex-slaves and a group of missionaries from the Home Mission Society of the Northern Baptist Convention(now the American Baptist Churches, Incorporated), in Marshall, Texas. The College is named for Colonel Nathan Bishop, a former secretary of the Society, who became the chief benefactor in the early years.

Throughout its history, the College has maintained a strong commitment to the Church, and has received considerable financial support from church-related constituencies, the United Negro College Fund, other private sources, and the federal government. The College is affiliated with the Baptist denomination, yet it is non-sectarian and inter-racial in its selection of students, faculty, and academic support personnel. The controlling principles of the College are in the infinite worth of the human personality, the integrity of academic life, and the guidance of social behavior, scholarly pursuit, and effective teaching by the values of the Christian religion.

In September, 1961 the College moved to Dallas, Texas, through the efforts of Dr. F. D. Patterson, then president of the United Negro College Fund, Incorporated, who drew up the proposal for the relocation, Dr. Fred M.

Lange, executive vice president of the Dallas Community Chest Fund, who encouraged the relocation and interceded with the Hoblitzelle Foundation for the land, Mr. Carr P. Collins, Sr. of Fidelity Union who led the first two capital campaigns and purchased over two hundred acres, and black leaders like the late Doctors E. C. Estell and G. A. H. Sheppard, and Dr. C. A. W. Clark. The move to Dallas has resulted in the tremendous expansion of all of the College's activities, and in providing Dallas, Texas with another first rate College.

Bishop College is located in the South Oak Cliff section of Dallas, approximately eight miles from downtown Dallas on a campus of 387 acres with twenty-six new buildings and renovated structures, and surrounded by a developed residential community. A new building (Business/Humanities/Social Sciences) is scheduled for completion by the spring semester, 1978. To implement the mission of the College, a master plan for the campus has been developed to provide the climate for academic excellence, comfort and convenience in living accommodations, and cultural appreciation in the social environment.

The College is a non-profit corporation under charter by the State of Texas and qualifies as a tax-exempt educational organization and public charity.

The operating budget of the College has increased from $ 351,793 in 1957, the first year federal dollars were received, to $ 10,409,000 projected for the 1977-78 academic year, and a physical plant valued at $ 16,500,000. The total operating budget of the College has been affected by federal support. Beginning with the initial influx of federal dollars (1957), <u>one percent</u> of the total operating budget (fund raising) represented federal support, while for the 1976-77 academic year the total operating budget (fund raising) represented 60.2 percent federal support.

Bishop College is fully accredited by the Southern Association of

Colleges and Schools and the Association of Texas Colleges and Universities, and the teacher education program is approved by the Texas Education Agency. The College meets all of the pre-medical requirements for the American Medical Association and all of the requirements of the American Association of Theological Schools.

The curricula of the College include the liberal arts and sciences, teacher education, business administration and religion. Three degrees are conferred by the College; bachelor of arts and bachelor of science in the liberal arts, and the bachelor of science degree in education. The degree programs provide preparation for graduate and professional study, teacher certification at all levels, and training for careers in music and the Christian ministry.

The teaching faculty of the College for the academic year 1976-77 totaled 104, consisting of 80 full-time and 24 part-time teachers and yielding a full-time equated faculty of 90.5 and a teacher/student ratio of 1:17.8. Approximately 70% of the members of the teaching faculty possess the earned doctorate degree, making Bishop College first among the higher educational institutions in Texas with this unique distinction.

The student-body is predominantly black(90%) with the remaining 10% comprising other ethnic groups. The student-body represents forty states, the District of Columbia and forty-six foreign students(spring,1977). Enrollment for the fall, 1976 was 1,733, consisting of 1,318 full-time students and 415 part-time students, compared with 1,802, 1,333, and 469 for the fall, 1977.

The academic organization of the College consists of seven academic divisions(Business and Economics, Education, Humanities, Natural and Mathematical Sciences, Religion and Philosophy, the Social Sciences, and Continuing Education)with eighteen departments offering degree programs in thirty fields of study.

Bishop College is committed to a ten year development program for the seventies for urgent campus needs requiring total support of 84.5 million dollars, including support from private sources of at least 29 million dollars. The development program is aimed at the general institutional goal of sustaining a College which has demonstrated its desire and capability of moving forward in the mainstream of higher education to provide educational experience for students who otherwise would be denied the opportunity.

One of the major federal funding sources was(is) the H. E. W. Advanced Institutional Development Program(AIDP)grants which the College received in 1974 and 1975. The institutional planning required for the submission of the proposal resulted in the revised statement of mission which follows;

Statement of Mission:

Within the context of democratic and Christian principles, the mission of Bishop College is to provide for the professionals, pre-professionals, paraprofessionals, and non-professionals of the College's immediate and distant environs an organically unified curriculum of undergraduate degree programs and courses which will help them:

(1) To develop their intellectual, social, moral, spiritual, emotional, physical, and psychological potentials;

(2) To pursue successful careers, graduate study, and/or be significant contributors in research;

(3) To develop a philosophy of life which enables self-direction, adaptation to new and changing situations, and the effecting of appropriate human relationships necessary to living and to working cooperatively and productively with others; and

(4) To acquire empirical and experiential knowledge will facilitate the effecting of constructive change.

More specifically, Bishop College is committed, through its continuing objectives, to the development of a human product that, among other desirable characteristics, will demonstrate

(1) Good health habits (mental and physical)

(2) An understanding of and ability to participate, within the framework of a democratic society, in the social, economic, and political processes involved in human interactions;

(3) The ability to work proficiently in a chosen area;

(4) Competency in communicative skills;

(5) The ability to think analytically and critically and to synthesize rationally;

(6) Scientific and technical literacy;

(7) An appreciation for aesthetics; and

(8) Effective and meaningful management of leisure time.

The revised mission statement of Bishop College represents her constant commitment to provide quality education for students who have been misrepresented or not represented at all in the mainstream of higher education, and also helps us to understand the significance of the historical impact of government involvement in the support of higher education and/or constraining forces to minimize that support.

I. HISTORICAL IMPACT: (A perspective of government involvement in the support of higher education from the vantage point of the traditionally Black institution of higher education)

(As perceived in an interview with President Milton K. Curry, Jr., president of Bishop College, Dallas, Texas)

A. The Stage is Set:

Like the physical cloud filling the skies of Hiroshima and ushering in the dawn of a new era of international concern for peaceful relationships, so the 1950's and 1960's saw the curtain rise on a new age of concern for "domestic tranquility" as the expectations of minorities rose and no longer would be tranquilized by the promises and palliatives of the past.

EDUCATION, as H. G. Wells had determined, was the alternative to catastrophe. Pragmatically, national leaders saw this as the great need of the post-war generation. Some(the minorities of the nation)had been victims of an oppressive past. Now, with the advent(to the White House and places of national leadership)of men with a social perspective(such as Presidents Kennedy and Johnson)the time was ripe for massive onslaughts on great social problems such as the deprivation and poverty of body, mind, and human spirit.

B. A Coalition for Enlightenment:

It was time for decisive action. Men like Milton K. Curry, Jr., and other leaders of the forces of Black higher education participated in the development of a coalition. Concerned with bringing educational opportunities to an increased number of minority people, private foundations and government agencies met at the request of President John F. Kennedy with Black college presidents to encourage a Ford Foundation matching grant of $ 50 million(eventually reduced to $ 25 million) to make possible the survival of Black colleges.

The thrust of this initial coalition also had the effect of opening the door to the possibility of the federal government becoming involved in the education of minorities as they had invested in veterans at the end of World War II. The Black college presidents pointed out in facile fashion the results of that government action--how after graduation, in five short years, veterans paid back what the government had invested in them through personal taxes, et cetera. The same argument on behalf of minority students and their possibilities made sense to men like the President, Senators Javits, Humphrey, Johnson, and others. The Black college presidents also utilized effectively the political implications "that if these funds were not made available, the potentials of a revolution would be accelerated..."

C. A Black Woman Leads:

The placing of Dr. Willa Player at the head of the Division of College Support(Title III)for Developing Institutions by the Johnson administration was another door-opener. The time again was politically right for the selection of a woman(and a Black woman)...and under her firm leadership, the first money for "developing institutions"(1965 Act for Strengthening Developing Institutions)was allocated. It was the intent to move capable Black institutions into the mainstream of higher education where, as Dr. Curry said, "they could determine their own future." However, the impact of this effort was dulled somewhat as the distinction between 'developing' and 'mainstream' institutions soon became blurred and lacking in proper delineation(white institutions found ways to secure an increasing amount of developing institution funds, thus limiting the benefits accruing to Black institutions).

D. Islands of Negativism in a Sea of Potentiality:

At about this time(latter 60's and early 70's)several things

developed which had negative effect, initially, but worked for the ultimate good of Black higher education:

The MOBILE MANIFESTO
The RIESMAN-JENCKS REPORT
NEGATIVE ASSESSMENT OF BLACK COLLEGES BY PRESIDENTIAL ADVISORS
BACK-LASH RESULTING FROM STUDENT REVOLUTIONARY TENDENCIES

Charles Beard, the noted historian, in his laws of history, states that "the bee that steals the honey, fertilizes the flower," thus affirming that often apparent evil can have an ultimate good effect. So it was, in the effort of Black college leaders to gain the support of the federal government for this cause.

1. The Mobile Manifesto:

The Mobile Manifesto, the Riesman-Jencks Report, and the Nixon Administration Negative Assessment of "segregated Black institutions" were all attempts to buy time or eliminate Black institutions entirely, through the argument that they were either no longer needed in an "integrated society," or that they were weak and incapable of serving the purpose of the future...

At the Mobile Manifesto, federal authorities further sought to diffuse and defuse the minority thrust for equality by increasing the number of minorities entitled to the same sized pie(producing inner strife among the minorities). However, minority leaders in a surprising show of unity, agreed on the need for sharing the pie, and went back to the federal authorities with the request for a much larger pie worthy of the need.

2. Riesman-Jencks Report:

The Harvard(Riesman-Jencks)Report was an attempt to create the impression that Black colleges were inadequate to the task which society

faced---the education of minorities that they might participate more fully in the better life for all.

A positive force to counter the Riesman-Jencks Report was the 1965 McGrath Report (The Predominantly Negro Colleges and Universities in Transition).

Additionally, the negative assessment of the Riesman-Jencks reinforced the Black cause by creating and encouraging a fighting posture among Blacks. As Dr. Curry indicates; "It solidified us. It is always easier to get us together AGAINST SOMETHING or SOMEBODY, than FOR SOMETHING. We are now grateful for the Riesman-Jencks Report!"

3. Negative Assessment of Black Colleges by Presidential Advisors:

The third negative force was the work of presidential advisors such as Daniel Moynihan who were telling President Nixon that Black colleges had only a few years to live, and, at best, only three or four would be able to survive.

In the early 70's, Black college presidents (Dr. Curry included) met with the President and told him that if he allowed Black colleges to die, there was no other choice but a revolution such as he had never seen before. Dr. Curry pointed out to Mr. Nixon that the strategy of closing Black public schools, putting superintendents and principals in assisting roles of no significance, putting good Black teachers in White schools, poor White teachers in Black schools, was another insidious attempt to keep Blacks in an inferior position. He said that "they had not done right." With a strong debating stance, President Curry challenged presidential advisors to point to any instances where they had done more for the poor and disadvantaged than for the rich and well-born. They could not.

But inaccurate information regarding the Black colleges persisted,

and later in President Nixon's second term(Watergate era), Black college presidents--in another hearing with the President--were forced to set the record straight...whereupon Mr. Nixon informed Mr. Weinberger of the Department of Health, Education and Welfare, "Tell your people over there that this is Richard Nixon's program, and I want it carried out. We need these schools for the next 25-30 years and probably for the next 125-130 years.

As a result of this meeting with Mr. Nixon, Advanced Institutional Development Funds(AIDP) were assured and granted.

4. Back-Lash Resulting from Student Revolutionary Tendencies:

Another force creating a problem for Black institutions and higher education in general was the natural back-lash against higher education brought about by revolutionary, disruptive actions of members of the higher education community(students primarily)disenchanted by the Viet Nam war and a hypocritical society. Many liberal thinkers such as Congresswoman Edith Green concluded that society did not need all the college graduates it was producing(only 15% of the jobs in the 1980's would require a college degree---they said). President Curry countered by quoting Elbert Hubbard and saying that "those who know HOW will always have a job, but those who know WHY will always be their bosses. As long as there is a need for bosses, Blacks ought to have their share."

E. Constant Vigilance:

The negative forces(cited above)serve as a reminder that the cause of higher education(and minority higher education in particular)must maintain "eternal vigilance."

In his assessment of the present state of things and the possibilities for the future, President Curry points out that the United Negro College Fund and the National Association for Equal opportunity in Higher Education should maintain liaison offices in Washington to encourage and assure the continued support of the federal government in helping traditionally Black

colleges make their contributions to our pluralistic society.

This kind of constant vigilance is vitally necessary when one reviews the reality of the statistical impact which federal funding has had upon Bishop College and other historically Black colleges.

II. STATISTICAL IMPACT: (Federal funds received; analysis, interpretation, and application)

A. Chronology of Grants and Amounts:

A schedule follows the narrative on statistical impact of federal funds(grants) received at Bishop College during the periods of the 1950's, the 1960's, and the 1970's to illustrate the beginning and the gradual escalation of federal support to Bishop College.

B. The Escalation of Federal Funds Over the Past Twenty Years:

Since its beginning, Bishop College has been affiliated with the Baptist Church. A substantial percentage of its support in the years prior to 1950 was contributed by Baptist churches and Baptist conventions. During the years following World War II when veteran enrollments were at a peak, Bishop College received substantial amounts of its student tuition revenues from veterans who received benefits from the Veterans Administration of the United States government. These funds accrued directly to veterans and were recorded only as payments received on student tuitions, hence, no direct receipts were recorded at Bishop College for government grants until the year 1957. This kept the institution, during these early years, in line with the Baptist 'separation of state and church' position of not accepting federal funds.

During the fifties when accrediting agencies dropped their "dual" accrediting standards(one set of accreditation standards for blacks and another set for whites), it became very apparent that if Bishop College wanted full accreditation status, the quality and financial remuneration for its instructional and academic support staff would have to improve greatly. Bishop College made the choice, not to be minimally or marginally accredited, but to move with haste to "telescope time" and seek full accreditation comparable with any other institution of its size in the country. To do

this required a heavy investment of operating and construction capital which churches and church organizations of the Bishop constituency were not fully prepared to meet.

At the same time, the Russian space excursions, known as "Sputnik," awakened the national conscience to the need to develop greater technologies, particularly in our institutions of higher education, to meet the challenge of the Sputnik space efforts. The Congress of the United States and the President made massive funding commitments to Colleges and Universities across the country to meet this challenge.

Bishop College was the recipient of a small National Science Foundation grant in 1957 in the amount of $ 3,365 to improve its science program. In 1958, the National Student Defense Loan Program(now the National Direct Student Loan Program) was introduced at Bishop College where loans were made available to needy students to complete their education. When the College moved its campus from Marshall, Texas to Dallas, Texas in 1961 and enrollments increased, the demands for these loans increased five-fold, and funds from the Housing and Urban Development Program were used to construct dormitories and a dining hall. It is interesting to note that the federal response to Bishop College during the "Sputnik-influenced" federal funding years, 1955 to 1965, was in the form of repayable loans for the most part. Between 1955 and 1965 the College received $ 1,735,840 from federal sources. The amount repayable by students or the College itself was $ 1,708,735. Out of $ 39,618,723 received by Bishop College from 1950 to 1977, $ 13,990.283 were in loans repayable to federal authorities. Program funds were not received until after 1968.

C. The Impact of Federal Dollars on Bishop College to 1977:

It is clear that Bishop College would not have been able to support the more than 50,000 students it served between 1950 and 1977 without federal support. It is equally clear that the College would neither be accredited nor able to recruit and retain the current 70% doctoral level faculty without this support.

It is also very clear that the impact of the loans Bishop and her students are required to pay federal authorities is devastating. As much as 10% of the current annual budget is required to be used to repay federal debts. Since the bulk of the alumni rosters are products of the National Direct Student Loan Program years, the first priority on their dollars is not to the institution's annual operating budget, but to the repayment of an educational loan, hence, removing a valuable source of potential revenue source from current operations which have been and probably will remain very strigent now and over the next five years.

There is another subtle impact on the use of federal funds at Bishop College. Since the first dollar received from federal authorities in 1957, funds in the form of student aid have been the dominating source. Out of $ 39,618,723 received from federal authorities, $ 23,753,839 were used to support student aid programs. Regulations written by federal authorities and interpreted and reviewed by federal bureaucracies tend to contain the negative stench of the welfare syndrome. Instead of giving aid to the College which has had a century of experience in meting out aid to students, federal regulations seem to hone in on the students who accept the aid matter-of-factly as a right without any

responsibility to the school which serves as the conduit for their educational and professional development. The result is large scale defaults in loans, heavy attrition rates, and a subsequent penalizing of the College for the subsequent academic year.

D. Comparison of Federal Funding and Private Funding:

The chart showing a comparison of revenue received by Bishop College from private and federal sources during the years 1950-1977 reflects dramatically the increase of federal funds which have come to Bishop College over those years. An additional analysis delineating federal support over these years shows that 60% of all funds received from federal sources were for student aid purposes. An additional 19% was received for construction purposes(mostly loans). Out of the approximate 21% received for program purposes from federal sources, three fourths came from H. E. W. Title III grants.

Program support, which comprises the heart of the Bishop College mission and purpose, showed private support funds received were twice that received from federal sources. This fact was due mainly to the large multi-year Ford Foundation grant(negotiated) received during the comparative years. The Ford Foundation grants(3) were in the amount of $ 5,300,000. Including interest on the first grant of $ 1.5 million made in 1964 to be spent over 10 years, the total from the Ford Foundation was over $ 5,700,000.

BISHOP COLLEGE, Dallas, Texas

A COMPARISON OF PRIVATE VERSUS FEDERAL PROGRAM FUNDS (1950-1977)

	1950 - 1960	1960- 1970	1970 - Present	TOTAL
PROGRAM FUNDS (designated for the improvement of instruction and instructional support)				
PRIVATE	$ 748,113	$ 4,355,988	$ 9,420,163	$ 14,524,264
FEDERAL	3,365	1,475,499	6,472,705	7,951,519
	751,478	5,831,437	15,892,868	22,475,783
RESEARCH FUNDS (designated for research, applied and other)				
PRIVATE	-	22,563	42,735	65,298
FEDERAL	-	112,506	408,053	520,599
	-	135,069	450,788	585,857
STUDENT AID FUNDS (designated for students educational expenses) (excluding institutional matching funds and work study)				
PRIVATE	24,683	259,293	1,156,294	1,440,270
FEDERAL	46,473	7,180,708	16,526,698	23,753,879
	71,156	7,440,001	17,682,992	25,194,149
CONSTRUCTION FUNDS (designated for buildings, facilities, and endowment)				
PRIVATE	531,708	4,554,110	8,163,780	13,249,598
FEDERAL	-	3,920,000	3,550,000	7,470,000
	631,708	8,474,110	11,713,780	20,719,598
TOTALS:				
PRIVATE	1,304,504	9,191,954	18,782,972	29,279,430
FEDERAL	49,838	12,688,663	26,957,456	39,695,957
	$ 1,354,342	$ 21,880,617	$ 45,740,428	$ 68,975,387

III. FEDERAL IMPACT

A. Positive Aspects:

1. Construction Loans:

Bishop College has traditionally been a residential College. In order to maintain this tradition and still serve the large number of students Bishop College has drawn and continues to draw from out-of-state, adequate housing facilities had to be added. After the move to Dallas, Texas and the concurrent escalation of the enrollment, Bishop College utilized funds for College housing made available through the Housing and Urban Development Department of the United States Government. Repayment of these loaned funds was to take place over a thirty to forty year period and was to be funded from revenues received in connection with charges made to students.

From the standpoint of meeting requirements for facilities because of the increased enrollment, the res dential facilities which are entirely financed by HUD loans, the impact on the institution was positive in that a critical need was met.

In that such funds were probably not available to Bishop College in the private market, the loans received at such a low interest rate (3-3¼%) were very favorable when compared to the money markets even at that time (please refer to the schedule for construction loans following III., B., 1.)

2. Student Aid:

a. Growth in Enrollment and Expanded Opportunities for Higher Education:

Since the advent of federal funds to post-secondary education, many students have been able to pursue college courses that they would not have been financially able to pursue; thus, as the result

of federal funds received, the growth in enrollment at Bishop College has been greater than it would have been otherwise. From the first five-year period (1957-62), when Bishop started received federal funds, to the second five-year period (1962-67), the enrollment of students increased from 505.7 to 1009.8. During the next five-year period (1967-72) the student enrollment growth reached 1636. The periods 1972 and 1973 reflected a decline; however, enrollment for 1975 and 1976 increased 25% over the preceding two years.

The traditional student enrollment at the post-secondary level is no longer made up of recent high school graduates since various areas in which federal funds are used have made it possible for many to qualify for financial assistance. This has also contributed to the enrollment growth at Bishop College. All of this growth cannot be attributed to federal funding to the institutions, for there are other growth factors programs, curricula, and social changes; however, the positive impact of federal funds on enrollment growth is a factor that cannot be minimized. For example, between the first five-year period, 1957-62, and the third five-year period, the enrollment tripled - 505 to 1636.

Expanded opportunities for higher education supported by federal funding has made it possible for the minority student who is economically unable to attend college without financial aid to do so. Because federally supported loans, grants, scholarships, and college work study programs are in various areas of education, the choices of a profession are expanded for the student.

b. College Work Study

College Work Study as one of the federally funded programs provides part-time employment for students in their area of interest

with on-the-job supervision. Bishop College has approximately 600 students each year employed thus on campus and in off-campus stations.

The work study program not only offers the student needed financial assistance for college expenses, personal upkeep, etc., but also gives the student on-the-job exploratory experience in the area of his interest. Often students in the college work study program find their jobs offer valuable experiences in their chosen careers and prepare them for responsibilities in the world of work.

c. Community Outreaches

Another positive impact of federal funding to the college is the community outreach attained through the college work study program.

Non-profit organizations and government offices employ students on work study and pay only 20% of their salaries, with the government paying 80%. Students who work for these outside agencies are contributors to the community life through many community projects that are designed to improve social and economic conditions of the citizens.

The student volunteer services through the placement office and campus organizations are further community outreaches. Although the placement office component is not currently federally funded, the fact that students receive financial aid for college expenses from federal funds permits them to give free time to community projects.

d. Faculty Salaries and Program Quality

With the advent of federal funding to Bishop College in 1957, the enrollment growth of the college escalated 50% during the first five years; thus this enrollment increase resulted in additional federal funds which allowed for faculty salary increases. Some faculty salaries increased from five to seven percent and as much as two percent in the

initiation of new programs. During the third five-year period, 1967-72, the enrollment growth of the college reached an all time high of 1636 full-time equated students. Out of necessity there was an increase in personnel, equipment, and construction to meet the academic needs and the student service needs of the growing student population.

3. Academic and Academic Support Programs:

Reference has already been made in the statistical impact to the inroad of federal funding at Bishop College in 1957 for academic improvement through the National Science Foundation grant to revitalize the science curriculum with the coming of Sputnik. Federal support for the improvement of the science program amounted to a minimal $ 3,365. The next major federal support for the academic program was actually a by-product because it did not support the academic programs. The National Student Defense Loan (now the National Direct Student Loan program) supported students but not the operational costs for the academic program.

The first major federal funding for the academic program came to Bishop College in 1967 through a Title III grant in the amount of $ 2,692,294 for the revitalization of the academic program under the rubric of the Thirteen College Curriculum Program(TCCP). The program was an experimental and creative approach in the teaching/learning process with the focus upon stimulating thought, self discovery, and provoking innovations in the basic foundations or general education program. The thrust of the program was upon integrated and cooperative teaching/learning and freedom of teacher and student to react to each other. The classes were student-centered rather than teacher-centered,

and there was drastic reduction in the lecture method of instruction. The program was undergirded by a strong counseling program. The federal funding for this program (TCCP) terminated in 1972.

For the 1973 year there was no significant federal support for academic programs at Bishop College. Individual departments, especially the departments of Mathematical Sciences and the Life Sciences, received federal support for in-service teacher programs and minimal curriculum revitalization and research activity. During the fall semester, 1973 of the 1973-74 academic year, Bishop College was extended the invitation to submit a proposal to the H. E. W. Office of Education under the aegis of Title III of the 1965 Higher Education Act for multi-year funding as an advanced institution and under the program title Advanced Institutional Development Program. Notification of award was received in December, 1973 in the amount of $ 2,150,000. Of this amount, $ 150,000 was funded and designated as a planning grant to provide the College the opportunity, from January 1, 1974 through June 30, 1974, to plan and submit a comprehensive proposal covering three broad areas, namely; planning and management, academic revitalization, and institutional administrative improvement. In November, 1974 the comprehensive proposal was funded for the additional $ 2,000,000 covering a three year period.

A planning and management component was developed. The academic revitalization component included curriculum revision in the divisions of Business, Social Sciences, Natural and Mathematical Sciences, and Education. The institutional administrative improvement component included revitalization in data processing and admissions and recruiting. The overarching priority of the College was the planning/management/ evaluation thrust. While academic programs were revitalized and new

courses and degree programs were added, the achievement of the objectives was undergirded by a conscious effort at implementing the planning/ management/evaluation concept.

Notification of additional funding was received by Bishop College in January, 1975, and immediately plans were set in motion to submit a supplemental proposal to include the division of Humanities which was omitted in the original proposal, and to include a much needed program to strengthen the student services component of the College. Additional courses and degree programs were included in the proposal for the four divisions previously funded. The supplemental proposal was submitted and funded for $ 1,580,000.

a. Increase in Curriculum Offerings:

The original and supplemental AIDP grants resulted in the initiation of four new degree programs; Marketing, Banking/Finance, Urban Affairs, and Clinical Psychology, the development of a Bilingual/ Multicultural Studies Institute, revitalization of the pre-nursing program, and extensive improvement in the student services program. The extension of curricular offerings tended to provide the opportunity for our students to begin training for job opportunities which were never afforded them before and where they were misrepresented. Without a doubt, the Thirteen College Curriculum Program and the AIDP Plan(original and supplemental) represent the most significant positive impacts made by federal funds for the academic program at Bishop College notwithstanding the fact that additional degree programs created problems related to securing adequate and trained faculty and the tremendous constraints of excessive administrative and paper work performances. Alternatives were developed for basic academic foundations courses. Teaching strategies

changed. Federally funded curricula seem to focus on the "basics" which could be a strength. Planning/management/and evaluation became a significant part of the academic accountability/responsibility process.

b. Innovative Approaches:

The Thirteen College Curriculum Program mentioned previously represented a bold thrust in the teaching/learning process by making learning student-centered rather than teacher-centered. Students were granted the freedom to react with vigor to and with the teachers thereby giving them a feeling of self confidence and opening the way to self-discovery for them. Learning became an integrated approach, and the new approach to learning was buttressed by continuous counseling. Schedules of classes were blocked to reduce class conflicts and laboratory experiences were provided to supplement classroom instruction in most of the courses. Instruction was interdisciplinary and classes were team taught. Evaluations of the teaching/learning process were conducted following each unit in courses and revisions made where necessary.

Technology became a vital part of the teaching/learning process with the influx of federal dollars, to a degree which was not possible before because of the lack of funds. Hands-on experiences with hardware have been provided for students and faculty through the establishment of a Technical Skills Training Center and the establishment of a Learning Resource Center for College-wide utilization.

Curricula have become more community-oriented with the establishment of an Urban Affairs Center and the development of an interface (students and community citizens) pedagogical methodology.

The College community has moved far beyond the traditional lecture method to a competency-based educational approach and the development of modules with the accompanying course objectives expressed in behavioral terms.

Laboratory oriented experiences have been provided for students in developmental courses to deal more effectively with the deficiencies in the communicative skills.

Teacher and student accountability has become a part of the teaching/learning process and P. M. E. (planning/management/evaluation) has worked at some levels.

c. The Implementation of Planning/Management/Evaluation

The kind of reporting mandated by federal funding has necessitated that Bishop College improve its own P. M. E. system. The introduction of the NEEDS system (National Education Evaluation Development Service), a management control and/or monitoring process, has made Bishop College consciously aware of the accountability process. The Dean's Council, the principal policy-making and decision-making body related to academic programs, appointed a Task Force on Evaluation for the 1976-77 academic year. The Task Force found that P. M. E. was not working at the departmental levels. Bishop College is still committed to its overarching priority to implement the P. M. E. system because it is indispensable to sound decision-making through which the quality of the academic program can be improved.

The academic support program of the College is indispensable to the academic program. Prior to major federal funding over the past four years, the academic support services, including student services,

could be characterized as undernourished in the institution with the exception of individual academic support components which conducted their own in-house professional development programs. The AIDP grant permitted the academic support service units to achieve some kind of parity with the academic units in terms of planning/management/and evaluation. Academic support units became involved in planning sessions to establish overall objectives, short and long term goals, and to develop action plans and strategies for implementation. A Staff Development component was built into the supplemental AIDP grant to provide for the upgrading of academic support personnel. Dormitory personnel, counselors, admissions and recruitment personnel, fiscal affairs managers, and student services persons became a part of the institutional P. M. E. thrust. The office of Admissions/Recruiting and the Student Services unit of the College are now supporting and reinforcing the academic revitalization thrust. The Counseling program was revitalized, reorganized, and actualized to effectively support academic counseling and advisement.

The revitalization of the financial aid program at Bishop College under the supplemental AIDP grant improved the process of awarding financial aid to students and restored the integrity of the College Work Study program through the implementation of strategies for student accountability on the job.

Through federal funding, under the AIDP grant, there has been an increase in trained and competent academic support personnel. In-service training programs have been initiated and activated. Proper management procedures have been implemented when decision-makers have implemented their decisions. Academic support personnel have developed a new sense

of self confidence because their performances are no longer viewed totally as subservient to instructional personnel. More importantly, students have been able to participate in the planning/management/evaluation process, and as a result have become more accountable for their academic performances and the investment the College makes on their behalf.

d. General Impact:

Having reviewed some of the major positive aspects resulting from federal funding, we circulated a questionnaire to the college community at our annual faculty/staff/student fall workshop to ascertain their reactions to federal funding and compliance. The summary which follows represents responses from 67.1% of the college community and classifies responses in terms of the overall impact, specific impact areas, and impact upon the individual.

A questionnaire eliciting the perception of faculty and staff regarding federal programs was completed by 182 respondents. The following analysis summarizes the responses in terms of four broad categories of questions: (1) Overall Impact on the College, (2) Specific Impact Areas, (3) Impact on Faculty/Staff, and (4) Constraints and Limitations of federal programs. Constraints and Limitations will be reported in the component on negative aspects. Frequency distributions calculated for the total sample have also been tabulated for respondents indicating participation in three or more federal programs.

The distribution of respondents as a function of federal program participation is as follows:

NUMBER OF PROGRAMS

NONE	1-2	3-4	5+	No responses	TOTAL
24 (13.2)	60 (33.0)	28 (15.4)	9 (4.9)	61 (33.5)	182 100.0%

(1) Overall Impact of Federal Funds on Bishop College

Approximately eight of the questions dealt in general with the overall impact of federal funds on Bishop College. A positive perception of the impact of federal funds on the College is evident from the responses with 96.7 percent responding that such funds are an important source of income and 71.4 percent responding affirmatively that "Bishop College is better for having obtained funding from the government," and "on balance, federal funds have been good for Bishop College." (Questions 8 & 19). Only 7.7 percent of the respondents indicated that "Bishop should not try to obtain federal funds" and only 3.9 percent perceived that federal funds have limited our ability to be a Christian college.

Perceptions for which there was less than substantial consensus involved the questions of (1) whether Bishop has received its fair share of federal programs and money, (2) whether Bishop has survived primarily because of federal funding, and (3) whether Bishop College is able to set its own destiny, regardless of what the federal government does. Affirmative answers to these questions were made by 26.4, 35.2, and 19.8 percent of the respondents respectively. Negative responses for the same three questions were 22.5, 14.3, and 30.8 percent.

There was relatively little variation in the response patterns of those with more experience and participation in federal programs and the total sample.

(2) Specific Impact Areas

Within the context of impact upon the College as an institution, four specific impact areas were identified: (1) instruction, (2) management, (3) budget, and (4) proportion of students supported by federal funds. Fifty percent of the respondents perceived that federal programs have improved instruction at Bishop College. However, if one interprets the "somewhat" responses as positive, the affirmative responses total 75 percent of those surveyed with only 4.9 percent responding negatively. The impact of federal funds on improved management at Bishop, however, is less clearcut with 22 percent responding negatively and a combined positive (yes and somewhat) response rate of 60 percent.

Questions relative to the proportion of the budget which federal funds constitute received by and large "don't know" responses from the subsample of participants in three or more programs as well as the total sample. However, 75 percent of the respondents concurred that over 80 percent of Bishop students were in some way supported by federal funds.

(3) Impact Upon Individual Faculty/Staff

Three general areas affecting faculty/staff as individuals were identified through six questions: (1) individual freedom, (2) salary, and (3) teaching/counseling functions. A combined (yes and somewhat) positive response rate of 70 percent was indicated by faculty and staff who felt that the availability of federal funds had permitted them to do things that they wanted to do with those participating in three or more programs yielding a higher response rate of 89 percent. On the other hand, 48 percent of the total sample and 60 percent of the three program

plus subsample responded negatively to the notion that "in federal programs, you have the freedom to do whatever is necessary to make sure that the job gets done." Forty percent of the subsample of three program plus participants responded that their salaries were directly connected to the availability of federal funds as opposed to 30 percent of the total sample.

Although there was little consensus as to a positive effect on teaching concepts and methodology, the responses indicated that there has not been an adverse impact on individual concepts and teaching methodology nor have the programs reduced teaching/counseling functions. These questions evidenced a higher rate of no responses as many staff members indicated that they were not applicable.

B. Negative Aspects:

1. Construction Loans:

The loans from federal authorities, when taken within the context of a normal business investment to meet growth factors, must be considered as good and sound decisions. When considered in terms of their impact on operations in relation to the total proceeds and disbursements in any single year, the heavy debt repayment schedules constitute a very substantial annual investment which could be used to improve the quality of instruction and other resource utilization which support the mission of the College.

When the growth enrollment of the College became static over the last five or six years, the repayment requirement, which normally could be adequately handled in an expanding situation, became especially critical in that costs for other goods and services increased so rapidly while

these repayable requirements remained static. While static enrollments do not produce increased funds despite tuition increases, construction loan payment schedules are set as annual requirements of outgo.

All of the dormitories were constructed with loan monies and repayment schedules were set forth on 90% occupancy rate. Anything below 90% occupancy constitutes a lack of revenues to meet costs and repayment schedules. During the 1970's (following construction of the last dormitory), the occupancy rate has never reached more than 76%. This was primarily due to a changing life-style of the students enrolled, and because the average age of the student is still increasing so that more adults are in attendance and would prefer not to live the traditional dormitory life-style. Therefore, low enrollment and inadequate occupancy with living quarters costs remaining stable, provide Bishop College and other colleges in similar circumstances with a constant high repayment cost to liquidate construction loans.

The schedule of construction loans with the designated years and the amounts of the loans to be repaid (which follows) gives a clear indication of the critical revenue outgo which might well be used for continuous revitalization of academic and academic support programs.

BISHOP COLLEGE
Dallas, Texas

SCHEDULE OF CONSTRUCTION LOANS (Federal Sources)

YEAR	PURPOSE	AMOUNT
1961	To build the following: Dormitory for Men (Capacity=130) Dormitory for Women (Capacity=130) Dining Hall (Seating Capacity=200) Three Faculty Apartment Units (Capacity=48 family units)	$ 870,000.00 (HUD at 3%)
1965	To build the following: Dormitory for Men (Lange Hall; Capacity=102) Dormitory for Women (Capacity=170) Addition to the Existing Dining Hall (Capacity=200)	$ 1,200,000.00 (HUD at 3%)
1967	To build the following: Dormitory for Men (addition; Capacity=218) Dormitory for Women (Capacity=220) New Faculty Apartments (Capacity=30 units)	$ 1,350,000.00 (HUD at 3 1/2%)
1971	To build the following: Dormitory for Women (Capacity=230) (Anderson Hall) Dormitory for Men (Capacity=230) (Wallace Hall)	$ 2,000,000.00 (HUD at 3%)
1977	To build the following: Business, Social Sciences, Humanities Classroom Building	$ 1,500,000.00 (H.E.W.)

2. Student Aid:

a. Welfare Syndrome

Federal programs for financing the education of students have grown rapidly during the past ten years. Loans, grants, and work study have assisted students who otherwise would be unable to attend College. Yet these "aids" have had a paradoxical effect on students in black colleges who are the recipients of a substantial amount of federal funds.

Entrance requirements are often lowered so black colleges can meet the "quota" for receiving the large amounts of aid available. It appears that the more students from low-income families enrolled at a college, the more eligible the college is for federal funds. Thus, with most low-income families already recipients of welfare/social security/and other social aids, students further retrogress to the welfare syndrome when they find that government offers these attractive aid packages. Students take advantage of the aid packages, but develop no financial accountability. The lack of the latter tends to propagate the nation's"welfare" system, increases enrollment on the one hand and increases attrition on the other hand.

Loans offered through federal aid are good responsibility-builders and should develop self-respect and accountability in the student, since loans offer an incentive for a student to make a personal contribution to his education. On the other hand, loans can have a negative aspect in repayments when a student has received the maximum of loans and the repayments extended over a number of years, not to mention added financial responsibilities that are incurred as one matures. Therefore, loans can be burdensome to individuals later in life.

Grants, on the other hand, are more subjected to the welfare syndrome

where people receive money because they are "poor." Grants which pay a large part of educational costs for students are desirable federal funding sources; however, when one puts 75% input into his education, the education has more meaning to him. Once a person begins to get "handouts," this decreases his own self-esteem if it becomes a continuous part of his life-style. Grants without college work study, loans, or parental input are deterrents to a student's accountability and responsibility; therefore, loans should be included as part of a student's financial aid package, but in a reasonable amount which students are willing and able to pay.

Loan repayments will not be burdensome to students when intelligent counseling measures are taken and academic requirements enforced.

b. Cost of Administering Student Aid and Complexity of Requirements

It is an accepted fact that federal funds have been one of the major sources of support for the black private colleges; however, a look at the cost of administering the funds will reveal some negative aspects that should be considered for improving the operations.

The three federal programs specifically involved are Supplemental Educational Opportunity Grant, National Direct Student Loan, and College Work Study. These three programs provide the institution with a 4% administrative allowance. The Basic Educational Opportunity Grant, another federal program, has no provision for administrative cost. Thus, the institution assumes the total administrative cost for the Basic Grant program, as well as a large portion of the cost for the forenamed federal programs. For Bishop, the administrative cost for the B. E. O. G. program was $ 33,778 for 1976-77. The cost of the staff for the operation of all the federal programs is tremendous and the 4% allowance received does not

begin to meet the administrative cost needs.

The collection process of the National Direct Student Loan has been and still is a great problem for the institution. Over several years, the College has tried to collect the funds borrowed by students but with very little success. The ultimate alternative has been to hire a collection agency for which the collection fee is substantially high and is paid by the institution, hence increasing the cost of administering the federal programs. Our overall delinquency rate, pending the completion of the formula, for the year ending June 30, 1977 is approximately 15%.

Institutions receiving federal funds are carefully monitored by HEW and are required to follow regulations and guidelines related to each program. The surveillance is to be expected and desired. In some cases one might consider the acceptance of the funds a disadvantage when all of the paper work is done and compliances are met.

The guidelines and criteria set up by HEW are usually so stringent that there is no room for flexibility. The guidelines are designed so that only the poverty level schools can receive a portion of the funds; yet these schools never receive the amount requested or needed, but rather the amount decided by a committee from HEW who are often prejudiced against black private institutions, for they realize that federal funding is a substantial source of funding for these institutions and some colleges depend on the funds for survival.

3. Academic/Academic Support Programs:

While the major federal funding through Title III for the Thirteen College Curriculum Program and the major grants under AIDP helped the College to implement and revitalize academic and academic support programs, there are some very real and serious concerns about federal

funding, especially as it relates to private colleges, and more especially for private, black, church-related colleges like Bishop.

a. Added Responsibilities:

An expansion of existing academic degree programs and the initiating of new ones necessitate, for the most part, an increase in teaching personnel. Most federal funding for academic programs does not provide adequate salary allocations for new personnel, and the result is that existing faculty personnel are extended beyond their teaching responsibilities with administrative responsibilities on the one hand, or administrative responsibilities which require twenty-five to fifty percent time allocation on the other, thereby reducing the teaching responsibility by one-quarter or one-half. With an increase in enrollment and a reduction of full-time teaching, classes become larger for some teachers and/or some required courses are dropped from the schedules. At Bishop College we are committed to a teacher/student ratio of 1:20, and to achieve this ratio we must control the number of teaching personnel. Given the commitment to implement the programs for which we have been funded, we are caught between quality teaching and added administrative responsibility. The bulk of the added responsibility is the "paper accountability" which means that the allocations for supplies are often expended on reams of paper to submit an excessive number of reports. Accountability must be recorded, but not at the expense of the teaching responsibility and implementation of the programs proposed.

Administrative responsibility for teaching faculty who serve as managers for federal programs presents a problem in terms of the actual time and thought given for planning, implementing, monitoring, and evaluating programs when compared with the amount of time actually spent in the classroom to implement the revitalized programs. One must inquire if the reams

of paper for requisitions, weekly reports, evaluation forms, and quarterly reports are actually worth it in terms of the milestones a college is committed to meeting.

For the most part, the same persons who do the planning must implement, monitor, and evaluate the programs because these persons are the designated managers for the federally funded programs, and their salaries usually reflect the designation. Because these persons are designated as the federal managers for the programs, it becomes difficult at times to implement P. M. E. "across the board" in the College community.

The NEEDS monitoring, controlling, and evaluation system referred to in the positive aspect section on implementing P. M. E. tends to be frustrating for managers who are never really sure that the data are up to date. Individual faculty members who do not have to work with the forms to update and monitor milestone activities usually have little or no knowledge about what the NEEDS system is all about, even though they have been introduced to it. The reason for this lack of knowledge may be attributed to a "crash course" in P. M. E. which has short recall duration.

Funds for the most part are inadequate to implement the academic programs planned and submitted for funding. Members of the teaching faculty tend to feel that they are "spinning their wheels." When requests for transfer of funds are made, there seems to be some questioning of the integrity of the institution. Equipment needs are woefully inadequate to implement federal programs especially since the teaching/learning thrust focuses upon technology as an instructional aid.

Teachers experience little flexibility in the implementation of federally funded programs, and thereby question the ability to be innovative. Members of the teaching faculty also look upon federally funded programs

as a mechanism for increasing their salaries, rather than an attempt to implement and revitalize academic programs.

b. The Weakening of Academic Structures:

The high level of implementation of federal programs is difficult to maintain when federal funds are terminated. The Thirteen College Curriculum Program at Bishop College is a classic example. Following the termination of funds and the inability of the College to supplement the federal funding with matching funds, the quality of the program deteriorated although we were able to maintain the basic structure. Excess faculty had to be terminated or relocated in academic support positions. The AIDP academic revitalization thrust has achieved a high level of implementation in most of the areas federally funded. With the close of the 1976-77 academic year and the termination of funding for the original grant, the situation looked bleak until we were able to get funded for the 1977-78 academic year through a continuation grant. In anticipatory planning for the expiration of the continuation grant and the termination of the supplemental grant, we shall have to develop new strategies to secure additional funds to maintain the high level of implementation.

Courses and new degree programs which emerge as the result of academic revitalization tend to revert to traditional courses or "watered down" versions of the implemented objectives.

In the academic support areas where planning/management/evaluation is working and where improved managerial accountability is observable, the situation becomes more critical when one reviews the fact that academic support units have just recently been able to get a "piece of the federal pie." Academic support service managers express the same concerns faculty

managers expressed, to wit; (1) excessive paper work; (2) limited flexibility in the expenditure of funds; and (3) limited ability to expand if the funds are terminated.

4. General Impact(Overall):

The questionnaire circulated to the Bishop College Community at the annual fall semester(1977) faculty/staff/student workshop and referred to in the "positive aspect" component of the overall FEDERAL IMPACT segment of the Self Study reveals the general response of the College community under the caption "Constraints and Limitations." The analysis summary of the questionnaire responses is provided in the paragraph and charts which follow.

Three questions attempted to elicit the indication of perceptions relative to the constraints and limitations of federal program participation, specifically reporting requirements and regulations. Very little variance was evidenced between the subsample of three plus program participants and the total sample with only eight percent responding that the federal reporting requirements were not unreasonable and 12 percent indicating that these requirements had placed a burden on Bishop. Of the total sample about as many felt that there were too many rules and regulations associated with federal programs(38 percent) as those who felt that there were not(42 percent). Of the subsample over fifty percent responded that rules and regulations were not over abundant.

Major varations between the total sample and the subsample of three plus federal program participants occurred in the "no response" rate with the exception of the budget questions in which the subsample response rate was higher.

TOTAL SAMPLE
(N=182)

Questions	YES	SOMEWHAT	NO	DON'T KNOW	NO RESPONSE
1	176 (96.7)	3 (1.6)	1 (0.6)	2 (0.6)	———
2	73 (40.1)	55 (30.2)	26 (14.3)	24 (13.2)	4 (2.2)
3	56 (30.8)	52 (28.6)	15 (8.2)	56 (30.8)	3 (1.6)
4	90 (49.5)	46 (25.3)	9 (4.9)	34 (18.7)	3 (1.6)
5	10 (5.5)	4 (2.2)	26 (14.3)	138 (75.8)	4 (2.2)
6	14 (7.7)	31 (17.0)	87 (47.8)	45 (24.7)	5 (2.8)
7	137 (75.2)	8 (4.4)	1 (0.6)	34 (18.7)	2 (1.1)
8	130 (71.4)	25 (13.7)	8 (4.4)	15 (8.2)	4 (2.2)
9	7 (3.9)	18 (9.9)	126 (69.2)	28 (15.4)	3 (1.6)
10	55 (30.2)	4 (2.2)	13 (7.2)	106 (58.2)	4 (2.2)
11	55 (30.2)	31 (17.0)	44 (24.2)	49 (26.9)	3 (1.6)
12	36 (19.8)	43 (23.6)	56 (30.8)	44 (24.2)	3 (1.6)
13	48 (26.4)	38 (20.9)	41 (22.5)	53 (29.1)	2 (1.1)
14	59 (32.4)	50 (27.5)	40 (22.0)	32 (17.6)	1 (0.6)
15	64 (35.2)	50 (27.5)	26 (14.3)	37 (20.3)	5 (2.8)
16	21 (11.5)	34 (18.7)	75 (41.2)	49 (26.9)	3 (1.6)
17	14 (7.7)	6 (3.3)	128 (70.3)	31 (17.0)	3 (1.6)
18	29 (15.9)	40 (22.0)	77 (42.3)	34 (18.7)	2 (1.1)
19	130 (71.4)	32 (17.6)	5 (2.7)	15 (8.2)	———
20	33 (18.1)	27 (14.8)	68 (37.4)	42 (23.1)	12 (6.6)
21	5 (2.7)	10 (5.5)	102 (56.0)	39 (21.4)	26 (14.3)
22	12 (6.6)	22 (12.1)	84 (46.2)	38 (20.9)	26 (14.3)

SUBSAMPLE OF PARTICIPANTS IN THREE
OR MORE FEDERAL PROGRAMS

(N=37)

QUESTIONS	YES	SOMEWHAT	NO	DON'T KNOW	NO RESPONSE
1	36 (97.3)		1 (2.7)		
2	25 (67.6)	8 (21.6)	1 (2.7)	2 (5.4)	1 (2.7)
3	12 (32.4)	12 (32.4)	5 (13.5)	8 (21.6)	
4	18 (48.7)	10 (27.0)	2 (5.4)	7 (18.9)	
5			8 (21.6)	29 (78.4)	
6	2 (5.4)	9 (24.3)	22 (59.5)	4 (10.8)	
7	30 (81.1)	2 (5.4)		5 (13.5)	
8	27 (73.0)	3 (8.1)	3 (8.1)	4 (10.8)	
9		7 (18.9)	25 (67.6)	5 (13.5)	
10	9 (24.3)	1 (2.7)	2 (5.4)	25 (67.6)	
11	15 (40.5)	4 (10.8)	10 (27.0)	7 (18.9)	1 (2.7)
12	8 (21.6)	7 (18.9)	17 (46.0)	5 (13.5)	
13	12 (32.4)	8 (21.6)	11 (29.7)	6 (16.2)	
14	13 (35.1)	11 (29.7)	7 (18.9)	6 (16.2)	
15	15 (40.5)	11 (29.7)	4 (10.8)	6 (16.2)	1 (2.7)

QUESTIONS	YES	SOMEWHAT	NO	DON'T KNOW	NO RESPONSE
16	5 (13.5)	10 (27.0)	16 (43.2)	6 (16.2)	
17	2 (5.4)		31 (83.8)	4 (10.8)	
18	6 (16.2)	5 (13.5)	20 (54.1)	6 (16.2)	
19	27 (73.0)	7 (18.9)	1 (2.7)	2 (5.4)	
20	7 (18.9)	7 (18.9)	15 (40.5)	5 (13.5)	3 (8.1)
21	1 (2.7)	2 (5.4)	24 (64.9)	8 (21.6)	2 (5.4)
22		9 (24.3)	19 (51.4)	6 (16.2)	3 (8.1)
23	20 (54.1)	8 (21.6)	9 (24.3)		

It is quite obvious from the general responses made by members of the Bishop College community that there are too many regulations associated with the receipt of federal funds, even from persons who have no direct relationship nor participation in federally funded programs. Persons who have managerial responsibility for the implementation of federal programs would certainly corroborate this general response.

In addition to the excessive regulations required to be in compliance, many of the federal guidelines seem to be contradictory and self-defeating.

The declining ratio of federal support, which is evident, carries with it a requirement for institutions to seek additional matching support. When additional support is sought from other funding agencies, it has been quite evident and observable that guidelines for support from other funding agencies have been formulated on the basis of federal guidelines. As a matter of fact, many non-federal funding agencies have invited federal representatives to assist them in the formulation of evaluation and monitoring procedures based upon federal formats. If other agencies are preparing to require the same kinds of guidelines, the request to seek other matching funds from private sources and other agencies is another indication of the vicious cycle of the federal merry-go-round.

If, in fact, federal funding is designed to assist colleges, especially small, black, private colleges like Bishop, to enter the questionable mainstream, the complexity and detailed processes for reporting must be reviewed thoroughly.

C. Research:

Bishop College, a liberal arts institution with an approved teacher education program, is primarily a teaching institution. The mission of the College and the accompanying objectives clearly underscore

the uniqueness of the teacher/student relationship as a vital, interacting experience in the training and developing of persons to contribute as positive change agents in society rather than as mere synthesizers of processes which would only serve to enhance society's material, scientific, and technological needs.

Our mission statement supports research at Bishop College. We are committed to assisting students "to pursue successful careers, graduate study, and/or be significant contributors in research." Research as a part of the mission of the College enhances and supports the teaching/learning process. It also provides the experience for students to be exposed to various techniques of research-oriented activities. Teachers can enhance their own professional development through research, and can continuously provide our students with new knowledge and experiences.

Only more recently, however, has research become a growing component of the teaching function at Bishop College. A review of research funds received and used at Bishop College since 1950 would tend to support the above statement. Less than $ 1,000,000 out of approximately $ 70,000,000 of funds raised were used for research activities. Of that amount, less than $ 550,000 has been granted by the federal government for research activities at Bishop College, and approximately 25% of that total has been awarded since 1970.

In 1970 research activities began to grow primarily through the Division of the Natural and Mathematical Sciences, and program components were funded by the federal government. The quality of instruction was improved with the additional sophisticated equipment purchased. Subsequently, packets of significant research have been increasing. In 1974 the College

published a document under the title Searchlight which focuses upon research activity in the Division of the Natural and Mathematical Sciences. The document is part of the appendices of the self-study.

Aside from improving instruction, federal funding for research has raised the salary levels for most teachers whose proposals have been funded. Across the board, 100% of the teachers--who are recipients of federal funding--have received salary increases. Although research is extremely significant in complementing the teaching/learning process, there are some concerns which Bishop College has. Course offerings are planned in accordance with the areas emphasized in the guidelines for the grant proposal which may not, unless carefully planned, be in synchronization with the planned calendar offerings. The results may be departmental or individualized "empire building" rather than implementing the stated mission of the College. There is also the tendency for faculty members submitting research proposals to lose sight of the fact that we are a teaching institution and not a "research salary increasing" institution, even though improved faculty salaries, especially in the Division of Natural and Mathematical Sciences, have helped the College to stabilize its faculty in a time of declining enrollment.

Research is gradually becoming an integral part of the teaching/learning experience at Bishop College, and most of the funding for research activities has come from federal sources, i.e., The National Science Foundation, the broad umbrella of H. E. W. and its subsidiaries, the National Aeronautic Space Administration, and the Office of Naval Research. The continued effectiveness of federal support for research

must, however, be scrutinized carefully in that aside from an overall institutional coordinating unit (Office of Grants and Research) there is no mechanism provided in the federal funding for (1) release time to write proposals, (2) an archivist for record keeping, (3) equipment acquisition, and (4) a person primarily responsible for progress reporting (aside from the principal investigator or director of the grant). The lack of such a mechanism means that the principal investigator and/or director of the funded proposal must assume this responsibility in collaboration with the established institutional managerial structure.

Bishop College looks forward to expanded opportunities in research in all academic and academic support units; but the lack of a broad-based research program has provided limited shared use of research resources and/or facilities with other institutions. The limited cooperative and/or interinstitutional arrangements which Bishop College has with other institutions are the Texas Association for Graduate Education and Research (TAGER; an interinstitutional consortium for academic coordination through television), the Interuniversity Library Loan Service, the University of Houston (competency-based education project), the Texas Association of Developing Colleges (TADC --a consortium of six predominantly black, private, church-related colleges in Texas), the Consortium on Research Training, and the Veterans' Hospital and the University of Texas Health Science Center (through the Department of Life Sciences).

IV. OPERATIONAL/FUNCTIONAL IMPACT (How the Funds Work)

The Self Study has attempted thus far to provide the unique characteristics of the institution, narrate the historical perspective of government involvement in the support of higher education from the vantage point of the traditionally black institution of higher education with definitive leadership being given by the President of Bishop College (Dr. M. K. Curry, Jr.), to inform, to interpret, and apply statistical data on amounts received by Bishop College from the federal government; to delineate the positive and negative aspects of the federal impact (funding) in the areas of construction loans, student aid, academic/academic support programs, and general overall reactions from the College community; and to update the research activity of the College resulting from federal support.

The operational/functional impact section attempts to describe how the funds really work for the benefit of the College and the students served, or to the detriment of the College and the students served. Three significant areas will be addressed; Program/Project Evaluations by the principal investigators who are closest to the situation, the subtle racism in federal funding to Black colleges, and the insufficiency of federal funds.

A. Program/Project Evaluations:

The principal investigators and/or program directors for federally funded programs are the persons best suited to respond to the operational/functional impact (how the funds work) because they have to manage and implement the programs/projects. In order to ascertain this kind of response data, a questionnaire on Program Impact was circulated to the persons who had primary managerial responsibility for implementing federally funded programs.

The summary analysis and interpretation of these responses as prepared by a Sub Task Force Team provide the data to describe how directors assess the operational/functional impact of federal funds. The work of the Sub Task Force is reprinted as analyzed and interpreted below.

BACKGROUND

Questionnaires distributed to federally funded program directors and faculty/staff participants were completed by 27 respondents. Consisting of open-ended questions the instrument encompassed four broad impact areas: (1) advantages and disadvantages of programs to Bishop College (2) costs of programs, (3) positive and negative impacts upon the College, and (4) the degree to which federal funds have helped Bishop College implement its mission. The following summary is organized within these four impact areas.

ADVANTAGES AND DISADVANTAGES OF PROGRAMS TO BISHOP COLLEGE

Given the open-ended nature of the questions the number of responses within this section were numerous. Advantages outnumbered disadvantages by a near ratio of 2 to 1. With a minimum of subjective interpretation, the first phase of this analysis resulted in the identification of 59 separate and distinctly different advantages and 32 distinct disadvantages. A number of these advantages and disadvantages were, however, identified by more than one respondent.

To facilitate this analysis five categories of impact were defined in terms of who or what within the college was impacted as follows: (1) Curriculum and academic support services, (2) Students, (3) Faculty, (4) Institutional administration, management and organization, and (5) External image and relationships. Although benefits and costs or advantages and disadvantages have the general tendency to impact more than one of these areas, the nature of the responses allowed relative ease in categorization, In general, the

advantages were spelled out more clearly and related to specific programs, while the disadvantages seemed to be very general in nature. As a result the disadvantages were more difficult to categorize "vis-a-vis" impact than were the advantages, due to a great degree of overlapping upon curriculum, students and faculty alike.

The following exhibit summarizes the response rate by categories of impact. Data are provided relative to the number of separate and distinct responses for each category as well as "weighted" response rate which includes multiple identification of various responses.

As reflected in the above exhibit, curriculum and academic support services were overwhelmingly identified as the major areas of impact in terms of advantages as well as disadvantages, with the faculty as an impact area ranking second. Benefits accruing to students, exclusive of curriculum and other areas ranked third, while disadvantages to students was ranked lowest relative to the other categories as well as institutional administration, management, and organization. The low ranking of advantages relative to the external image and relationship area is generally a function of the limited number of programs with this objective, as this area appeared to be generally a by-product of programs specifically directed toward the other categories of impact. The three disadvantages categorized as "other" were so broad and overlapping as to make them impossible to classify within any of the five and are discussed at the end of this section.

The following narrative summary by categories clarifies the nature of these responses as well as the manner in which these categories were defined.

Curriculum and Academic Support Services

Advantages- The responses were specific in terms of program revitalization,

Response Rate

Impact Areas	Advantages				Disadvantages			
	No. of distinct Responses	%	Weighted No. of Responses	%	No. of distinct Responses	%	Weighted No. of Responses	%
Curriculum and Academic Support Services	20	33.9	50	46.3	10	31.3	27	47.4
Students	10	16.9	13	12.0	4	12.5	4	7.0
Faculty	14	23.7	22	20.4	8	25.0	11	19.3
Institutional Administration Management and Organization	7	11.9	10	9.3	7	21.9	11	19.3
External Image and Relationships	8	13.6	13	12.0	-	-	-	-
Other	-	-	-	-	3	9.3	4	7.0
Total	59	100.0	108	100.0	32	100.0	57	100.0

teaching strategies, and curriculum innovations. More advantageous responses were given to these three. The additon of new courses and new programs was ranked second. Specifically identified most frequently was the expansion of learning resources with the Learning Resources Center and the skills training centers in mathematics and social sciences mentioned in particular. Additionally, several references were made regarding individualization of the learning process and the interweaving of quantitative techniques and aids, including computer programming and usage, into course content in both the mathematical and social sciences curriculum.

Disadvantages - The disadvantages cited were more often related to a low level of funding or insufficient funds to: (1) fully staff and implement all components of programs, (2) provide the total range of support services, (3) provide the physical and software facilities to implement programs when needed, (4) train all teachers, (5) expand and/or continue successful programs. The uncertainty of funds was viewed as an impediment to effective pre-planning; also cited was an overdependence on federal funds.

Students

Advantages - Benefits accruing to students were most often related to the new and broadened learning experiences and the improvement in technical skills received as a result of the programs. Opportunities for student research, participation in workshops, classroom demonstration, and seminars were also identified.

Disadvantages - Four program areas were identified as disadvantageous to students with two related to counseling programs: (1) administrative changes and (2) the location of the counseling office. Problems related to requisitioning and receipt of books were identified. Teaching/Tutorial aids were seen as a problem, and faculty involvement in research was identified as disadvantageous in reducing the amount of time faculty can spend consulting with students.

Faculty

Advantages - Benefits accruing to faculty members related most specifically to the expansion of the faculty including the addition of "staff specialists". Faculty development through workshops and seminars, specifically the training of faculty in writing learning modules and supplemental materials and the development of skills in evaluating the attitude and achievement of students, was cited as advantageous. The promotion of faculty research and publication was also identified for professional development.

Disadvantages - Administrative workload and insufficient release time were the specific disadvantages to faculty which were cited.

Institutional Administration, Management and Organization

Advantages - Access to increased funds through federally funded programs was viewed as advantageous to the overall institution. Establishment of the Planning, Management and Evaluation (PME) system was identified as advantageous as well as the establishment of the Executive Staff. The allocation of funds for recruitment and the increase of recruitment in certain Life Sciences programs were included in this category.

Disadvantages - Administrative workload, unnecessary paper work and problems associated with the processing of requisitions and release of program funds were most often cited. Also identified were forces which imperiled the proper functioning of the PME system and lack of institutional readiness for operationalizing new programs. Specific disadvantages to this element of the institution was the difficulty of establishing a communication system to reach the large number of people who needed to be kept abreast.

External Image and Relationships

Community outreach and service efforts, inter-institutional relationship, and the impact on the college's image as a function of programs are the types of impact included in this category.

Activities of the Urban Affairs Center and programs including laboratory classes for community children were identified as community outreach functions of the college. Specific program advantages related to improvement in the quality of Math teachers in Dallas, the planning of in-service workshops for DISD senior high school teachers, and the establishment of cooperative linkages among Bishop and participating DISD schools were considered to be related to inter-institutional relationships as well as the College's image in the community. No disadvantages were cited which could be classified in this area.

The three disadvantages which were too broad to classify appropriately are as follows:

(1) Time span too short to accomplish all objectives stated in original program;
(2) Not clear what commitments the College has to make to obtain federal funding; and
(3) Program may have reduced the institution's efforts toward providing certain financial commitments to the area of program support.

PROGRAM COSTS

This section of the questionnaire contained three questions: (1) Number of hours spent on compliance with regulations and reporting requirements associated with the program; (2) Other expenses incurred by the College associated with compliance aspects, and (3) What other things would have been done if respondent had not been involved in program.

Responses to the first two were not definitive enough for significant analysis. Further, interpretation of the first question was varied as some respondents reported percentages representing total program time and others, as evidenced by their comments, reported time spent in compliance with reporting requirements. Respondents indicated individual time and aggregate program staff hours. Xeroxing costs were most often cited and travel cost reported ranged from twenty to six hundred dollars. Other cited costs included consultant fees, a seminar, and mailing costs for a survey.

If not involved in the program, respondents indicated in general that they would have been teaching, writing, involved in research, and the preparation of proposals. Three respondents indicated they probably would not have been at Bishop.

POSITIVE AND NEGATIVE IMPACTS UPON THE COLLEGE

Respondents frequently repeated indications of the advantages and disadvantages cited in the first section; however, on an average most impacts contained in this section were more general in nature although reflecting a broad summarization of the first section. Sixteen positive impacts were identified as compared to ten negative impacts; however, six of the cited negative responses were repetitious of two negative impacts, namely (1) the management of business affairs in compliance with institutional commitments "vis-a-vis" requisitions, schedule of payments and fiscal reports, and (2) the unfulfilled potential of the PME system.

Implementation of the Mission

Respondents unanimously concurred that federal programs have facilitated the college in the fulfillment of its mission citing again most often the advantages in general form which were identified in the first section. Specifically, programs were placed in the context of reinforcing the mission in expanding, the number of students, expertise, learning resources, and addition of new and relevant programs.

B. Racism in Federal Funding to Black Colleges:

Bishop College, as indicated, received its first grant from federal sources in 1957 with the awarding of the National Science Foundation grant to improve the science program. The federal partnership in higher education began long before this date. It is clear, then, that the governmental position in regard to the federal funding to Black colleges seems

to have developed along the same lines as the society's attitude in general to Black persons. Most of the other Black colleges in the country were the victims of this same kind of racist attitude with the possible exception of Howard University in Washington, D. C., which is federally chartered and located strategically close to the source of federal financial power. Black colleges were automatically ruled out of federal funding because the governmental bureaucracies listened only to the majority(white) university communities. The proposal readers were almost exclusively white and eastern. The federal government bureaucrats were almost entirely recruited and promoted through influences of the White educational establishment. Even following the Supreme Court decision in 1954 outlawing segregation in the schools, the obvious strategy, although hidden in all of the written federal verbosity, was to eliminate that which was black and submerge all Black students into a majority(White) educational culture. It is obvious that the federal bureaucrats had forgotten that the Black schools, which had survived for more years than the federal government could even count and for whom little or no federal support had been given and/or little support from anyone, demonstrated and were committed to a strong and almost stubborn will to survive so that the students they served could be trained to be some of the "bosses" about which President, M. K. Curry, Jr., of Bishop College had iterated long time ago.

The almost unforgiveable historical sin, despite some federal funding gains by Black colleges, is that within the federal established policy much of the same racist attitude and the same low funding decisions continue to exist toward the Black colleges today. It would appear that the federal government is still as adamant as it was in 1954 to perpetuate education along the line of "white" perceptions, and as such this means that the Black institutions "must go." The Black high school principal is a classic

example of the intent to perpetuate the educational process along the lines of white perceptions. He, the Black principal, is a forgotten species at this point in history as a result of this obvious overt racist federal posture.

It seems that the H.E.W. Office of Education and its cohorts, which have so gleefully funded white institutions, are helpless and cannot make objective decisions, have passed the buck to the Justice Department in yet another attempt to eliminate Black higher educational institutions. Black colleges have been and continue to be the subject of investigations and harrassment by the Justice Department, and are good fodder for ridicule by the media in this time of the "backlash against higher education". This is particularly true in the student aid programs in which Black colleges participate heavily. The federal regulations are written so that there is automatic violation. For example, an investigator with simple elementary skills, could go into the College Work Study files in any college in the United States and find as many violations of those nebulous federal regulations as he wants to find.

The summary of the matter is that the federal government does not know what to do about the Black institutions of higher education. There is no justifiable rationale for merging and sub-merging them within the majority institutions under the guise of state and federal allocations per student. Tremendous federal allocations can be granted to the so-called majority prestigious institutions to fund minority programs, provide pocket money for minority students(especially blacks),full tuition and scholarships to increase the federal quota regulations for minorities, yet the same kinds of high federal funding cannot be granted to the Black institutions which have, since their incipiency, been providing educational experiences for Black students. The cry against discrimination in reverse seems to be perpetuated by the federal establishment which twenty three years ago

committed itself on the legal statute to the elimination of segregation in the schools. Black colleges, like Bishop College, continue to raise the question, "What is justice?"

C. The Insufficiency of Federal Funds

The seeming complement to the racism in federal funding to Black colleges is corroborated by the insufficiency of funds received. The nature of federal funds Bishop College has been receiving in the seventies requires that such funds be matched with funds from other sources or that the previous year's spending level be maintained. Thus, federal dollars have the salutory effect of causing the college to accelerate its expenditures from year to year. If enrollment becomes static, as it has, and if funds from other sources do not increase from year to year, as they have not, the College finds itself at a rising cost spiral that causes a substantially negative effect on cost-savings techniques and operational capital levels.

It is clear that Bishop College receives federal funding which is most inadequate to operate the kind of education program articulated in its mission statement. The fluctations which occur in the financial aid awards which formulate a large portion of the federal dollars from year to year make it very difficult to install and operate a good planning program. In the National Direct Student Loan Program the awards over the last eight years have been as follows:

YEAR	AMOUNT	PERCENT CHANGE
1970 - 71	$ 405,000	
1971 - 72	652,000	51%+
1972 - 73	652,000	-
1973 - 74	711,000	9%+
1974 - 75	695,000	2%-

1975 - 76	581,000	19%-
1976 - 77	848,000	46%+
1977 - 78	444,000	48%-

The acceleration of federal dollars received in the 1970's over the 1960's and the 1950's is evidence that the College has been very aggressive in competing for the federal dollar. This has been done at a substantial cost to the College and has been obtained without the use of federal funds. It would seem to make good sense to help the Black college gather the peculiar kind of expertise needed to compete favorably at the federal funding agencies.

If the federal government anticipates the continued funding for higher education, there must be a better way for Black colleges like Bishop to compete more equitably for the other components of the federal package which will assist these colleges with federal funds which do not penalize them in the end when students default on the repayment of loans.

The average amount of National Direct Student Loan Program dollars for the eight year period above is $ 623,500. If the federal government can provide this amount in loan money to be repayed, with interest, it would seem that the United States coffers could and should provide the same average amount of federal dollars for program support and/or administrative costs to manage its own funds.

V. SUMMARY

The Self Study has sought to convey the idea that Bishop College, a small Black, Church-related institution, was founded in 1881 in Marshall, Texas and moved to Dallas, Texas in 1961 with an accompanying enrollment growth, facility expansion, broadened educational/social/cultural/community opportunities for students and teachers, and an upgraded financial management system. It has described the impact of federal funding upon the College. Bishop College has received federal dollars since 1957, although woefully inadequate, to support the quality educational program inherent in its revised mission statement, and is committed to implementing the mission so that the students it serves may receive quality training and experiences to become positive and productive change agents in our society.

The Self Study has addressed itself to the historical pilgrimage of crisis, struggle, debate, fortitude, and the stubborn will of Black colleges to survive through the leadership given by Black College Presidents like Dr. M. K. Curry, Jr. (Bishop College), some other Presidents of the United States, representatives and congressmen, and educational leaders who envisioned a balm in Gilead to awaken the national consciousness to the viability of these institutions, and the continued need for them to compete for a larger "slice of the federal dollar pie."

The Statistical Impact of federal funding should be most revealing to the readers and participators in the Study. Bishop College was supported primarily by Baptist Churches and Baptist Conventions prior to 1950, but it made the audacious choice to be a fully accredited College in the 1950's and moved forward to make heavy investments for operating and construction capital and instructional support for a well-trained faculty. The first small federal grant to Bishop College was for $ 3,365. The initial grant

was followed by a massive student aid program allocation consisting primarily of loans for the most part with no appreciable monies for operating instructional programs. Bishop College served its publics but not without a price.

The Federal Impact delineated in the Study reveals positive and negative aspects related to construction loans, student aid, academic/academic support programs, and general overall evaluations from the College community and specific program/project directors. The necessary loans for construction purposes to meet increased enrollment are still with Bishop College, and they become more devastating as enrollments become static and loans have to be repaid. Operational capital is much lower than the College would want it to be. Student aid has increased the enrollment, provided educational opportunities and work experiences for students who would not have had the opportunity, but with the accompanying increase in student loans, high administrative costs to process them, requirement complexities, subsequent defaults by students, and the ultimate penalty of declining federal monies for the College in sequential years. Academic and academic support programs were impacted favorably by federal funding under the Thirteen College Curriculum Program(TCCP) and the Advanced Institutional Development Program(AIDP-original and supplemental grants)providing new degree programs, improved administrative services, and the initiation of the P. M. E. System. Increased administrative responsibility by faculty managers and/or directors for federally funded programs make Bishop take stock of the real gains from federal funding.

The General Impact from members of the College community and program directors reflects a favorable attitude toward federal funding in that funds assisted the College toward the achievement of its mission through academic/

academic support improvement and revitalization, but affected the College because of the complexity of the regulations and the excessive requirements to meet the compliances.

Research at Bishop College, according to this Study, is a growing component, since 1970, in the teaching/learning process, especially in the Division of Natural and Mathematical Sciences. The College anticipates increased research activity and it expects to compete more aggressively for federal funds to support this activity, not alone for increases in individual faculty salaries but to increase the exposure and experiences of the students to the research tools for broadening their knowledge horizon.

The Operational/Functional Impact segment of the Study reveals that advantages of federal funding outweigh disadvantages with specific favorable responses in terms of program development, and negative impacts in terms of the inflexibility of budget allocations and termination of funding. The ever-present racist attitude toward Black persons and Black colleges seems to be eternally present even with the legislation outlawing segregation in schools. The subtle racism seems to be reflected in the minimal grants being awarded to Black colleges while the majority(white) institutions still receive the larger "piece of the pie," and extra 'pies," to be given to the minority students(especially blacks)they can recruit.

Four significant issues surface from the Study and the foregoing summary: (1) The growth of the College because of federal funding, (2) An analysis of the welfare syndrome versus survival, (3) The benefits accrued to students and society, and (4) The impact of federal funding on administrative/teaching functions.

A. The Growth of the College:

The growth of the College, because of federal funding, is clearly evident from the data which follow:

1. Enrollment (FTE): 1957-1962 period (505.7) to 1976-77 (1,444.1)

2. Faculty (FTE): 1957-1962 period (45) to 1976-77 (90.5)

3. Major Fields: 1957-1962 period (17) to 1976-77 (30)

4. Facilities: 1957-1962 period (8.5) to 1976-77 (24)

5. Administrators and Support Staff: 1957-1962 period (appr. 45) to 1976-77 (appr. 150)

6. Faculty Salaries:

1957-1962 period		1976-77 (Average)
$ 6,500	Instructor	$ 10,750 (14,170-high)
$ 7,750	Assistant Professor	$ 13,500 (16,914-high)
$ 9,000	Associate Professor	$ 15,900 (19,179-high)
$ 11,500	Professor	$ 18,750 (23,281-high)

7. Student Aid: 1957-1962 period ($ 24,682) to 1976-77 ($ 3,021,280)

The student financial aid programs have affected the enrollment growth affirmatively and have reduced the academic achievement quality.

8. Community Involvement: With the move of the College from Marshall, Texas to Dallas, Texas a gradual bridge has been built between the College and the community so that federal funds have enabled the College to develop cooperative community development programs. An example of this thrust is indicated by the programs listed below:

a. NCAA (HEW) Summer Youth Program
b. HEW Title IV- Desegregation Institute
c. HEW New Careers Program
d. HEW Gerontology Program
e. HEW Title V- Cooperative Education Program
f. HEW Teacher Training Program
g. Law Enforcement Education Program
h. HUD - Positive Futures, Incorporated
i. Reading Academy Program
j. HEW Upward Bound Program
k. HEW Special Services Program for Disadvantaged Students
l. NSF Cooperative School Science Program
m. Emergency School Assistance Program (Parental Involvement)
n. Emergency School Assistance Program (School Administrators)
o. HEW/Bishop Training Coordinating Center

B. The Welfare Syndrome Versus Survival:

The student financial aid program gave educational opportunities to students who otherwise would not have had them on the one hand. On the other hand,the financial aid program has created a welfare syndrome for some of the students. Many students at Bishop seem to perceive the idea that the government owes them a college education with all of the aid possible. It may be true that the government does have a responsibility to support higher education, especially black students who have been denied the access, but this idea has created a perception for many Bishop students that education should be free for them with no personal financial accountability and investment in their own education. Many feel that the government owes them money for going to school, and that the government should provide for all of their financial needs, whether they are academic or academically related or not. The more money they receive, the more money they want. The government, heretofore, has not helped the situation by insisting that students should have personal expense money and pocket change, and that the College should not attempt to insure collection of its fair share for tuition charges and other charges. The result of this kind of federal "freewheeling" regulation produces a "welfare syndrome" which is difficult for the College to eradicate. Recently, however, federal authorities have suggested to colleges that academic performance and financial accountability standards should be the criteria for financial aid awards. Bishop College is finalizing its standards to conform to this suggestion.

The receipt of federal funds by Bishop College has been, from the institutional level, an aid to survival in that the College has been able to free other monies to accomplish objectives which federal money might prohibit because of rigorous federal guidelines. Federal funding to Bishop College must continue to provide the "survival kit," but federal authorities must

also recognize that capable blacks need to become an integral part of the proposal reading/decision-making/awarding process to insure that Colleges like Bishop are constantly aware of the larger multi-year awards for special programs with sufficient operational/administrative allocations as well as program/research allocations.

C. The Benefits Accrued to Students and Society:

Students from certain socio-economic strata(especially low levels) have been able to get a College education as a result of federal funding. Federal funds have helped many students find direction for their lives and be transferred from welfare rolls into tax-paying citizens who reap dividends for the government. These students at Bishop College have developed their abilities, discovered their capabilities, increased their earning power, and have become constructive and productive citizens. Such a metamorphosis supports the unmistakable need for the continued existence of Bishop College and other Black colleges like it and corroborates the existence of quality programs offered, trained faculties, and the abilities of Black administrators for effective financial management. The sample which follows on the next pages supports our affirmation that students can be transferred from welfare rolls to tax-paying, constructive, and productive citizens who repay five and ten fold the federal investment made in them.

Society is also the beneficiary because these students become wholesome developing persons who have concerns for others and their country. A society whose predominant constituency has a college education should enjoy a better life and should have loftier morals and value systems than conversely. The need for welfare can and should be minimized. Crime can and should be drastically reduced. Unemployment can and should be lessened. All of these are incorporated in the mission of Bishop College. Bishop College believes that many of her graduates will be some of"the losses."

SCHEDULE OF GRADUATE PLACEMENT

(A Sample)

YEAR	GRADUATE/DISCIPLINE	EMPLOYER	STARTING SALARY
1972-73	Holley J. Beauchamp (Business/Economics)	IBM Corporation (Dallas)	$ 10,000
	Willis Little, Jr. (Physics/Math)	U. S. Department of Commerce Patent Office (Arlington, Virginia)	9,520
	Lujack Russell (Biology/Chemistry)	N. L. Industries (Baroid Division) (Anchorage, Alaska)	10,000
1973-74	Willie J. Spencer (Bus. Adm./Economics)	Defense Contract Admin. Service (Dallas)	11,000
	Cheryl A. Waters (Accounting/Bus. Ad,.)	Defense Contract (Audit Agency) (Dallas)	10,633
	Virginia A. Johnson (Sociology/Philosophy)	Southwestern Bell Telephone Company (Houston, Texas)	10,800
	Charles E. Thomas (Religion/Philosophy)	Southwestern Bell Telephone Company (Houston, Texas)	10,800
1974-75	Roberta L. Richardson (Sociology/Soc. Science)	Brown and Williamson Tobacco Company (Dallas)	10,800
	Curtis Jones (Elem. Educ./History)	Dallas Independent School District (teacher)	9,000
	Russell L. Foster (Bus. Adm./Economics)	Executive Director Black Chamber of Commerce (Dallas)	10,000
1975-76	Linda A. Knight (Accounting/Bus. Adm.)	Federal Reserve Bank (Dallas)	11,000
	Bobby R. Smith (Bus. Adm./Economics)	Texas Instruments, Inc. (Dallas)	11,500
	Lessie D. Washington (Math/Computer Science)	Exxon Company, U. S. A Houston, Texas	12,000
	Pearlie J. Beaty Choyce	Denver Public Schools Denver, Colorado (teacher)	11,500
	Cornell Williams (Urban Affairs/Bus. Adm.)	City of Dallas	13,000

YEAR	GRADUATE/DISCIPLINE	EMPLOYER	STARTING SALARY
1976-77	Michael J. Sanders (Accounting/Bus. Adm.)	Federal Reserve Bank (Dallas)	$ 12,000
	James L. Allen (Bus. Admin.)	Federal Deposit Insurance Corporation (Houston, Texas)	13,000
	Lorenza Williams (Speech/Sociology)	Boyle-Midway (Division of American Home Products)	11,500
	Sandra Ann Morgan (Bus. Adm./Accounting)	U. S. General Accounting Office (Dallas)	12,000
	Ruth Wood (Bus. Adm./Accounting)	Dodd, Jefferson and Company (Dallas)	10,800
	Irving Butler (Physical Education)	Winn-Dixie Texas Incorporated (Bedford, Texas)	12,000
	Carolyn Mangram Boyd (Computer Science)	Southwestern Bell Telephone Company (St. Louis, Missouri)	16,000

D. The Impact of Federal Funding on Administrative/Teaching Functions:

Because of the influx of federal dollars, administrators have become more consciously aware of the need for the institution to keep faith with the integrity of the guidelines in implementing programs, from student aid funds to scientific research. Moreover, administrators have also become aware of the need to implement P. M. E. through the institution, which requires that decisions related to implementation of federal programs need to be made at the managerial level where managers have been designated, and that their special administrative function is to make sound decisions to see that implementation moves toward orderly and systematic accomplishment.

While federal regulations have imposed greater responsibility on the traditional classroom teachers who must now assume the additional role of managers for federal programs, the impact has made teachers conscious of the fact that there must be a willingness to be accountable for results in the teaching/learning process. Teachers have perceived the idea that teaching must embrace continual evaluation for improvement; that they must stress changed behavior in students and that they (teachers) must themselves be living models for their students.

The overall institutional theme for 1977-78 at Bishop College is PROGRAMMING EXCELLENT PERFORMANCE with a focus upon "Why Not the Best?" Bishop College is committed to providing the best for its students.

VI. RECOMMENDATIONS

In the light of the foregoing Self Study, Bishop College would make the following recommendations for careful consideration in the awarding of federal funds for the support of higher education:

A. That special consideration be given to Bishop College and other Black colleges to eliminate for a period of ten years all matching requirements for federal funds and consider all proposals for funds on their merit;

B. That Bishop College not be excluded from making applications for federal funds for any program development based upon a prior notification of award;

C. That there be careful selection of capable Blacks and other minorities for the reading, reviewing, and decision-making on proposals submitted from all institutions;

D. That the Committee responsible for reading, reviewing, and decision-making on proposals submitted include more curriculum development specialists from among the Black community;

E. That careful consideration be given to specific allocations for operational/administrative costs in the awarding of all federal grants;

F. That a scrutinizing review be made in terms of equipment allocations supporting the development of academic/academic support/administrative components in proposals submitted;

G. That special consideration be given to Bishop College and other Black colleges for a special grant of considerable size, i. e., $ 5,000 per student enrolled in a base year; $ 1,000 for unrestricted

operational purposes to upgrade salaries, secure specialists, et cetera and $ 4,000 per student to be placed in a permanent fund(Endowment Modular Building Program)which would serve as endowment resources;

H. That there be a 50% forgiveness of loans received to construct facilities over the next ten years to allow colleges like Bishop to renovate those idle or low utilized residential facilities toward use as educational facilities;

I. That Student Aid funds be given to the institution with a block grant approach; that regulations and procedures used to channel these funds to the student be developed by the particular institution, and after appropriate review and approval by the U. S. Commissioner of Education awards to the student can be simply and singularly made;

J. That the monitoring of federal funds be accomplished by independent auditors who should receive special instructions from the Commissioner of Education in this regard for program and fiscal audits;

K. That a careful review be made to provide a better evaluation/monitoring mechanism to reduce the excessive amount of paper work required(i. e., require semi-annual evaluations/reports);

L. That special consideration be given to multi-year funding, a period of not less than five years with a minimum of $ 1,200,000 per year, to allow adequate time for functional implementation of programs with quality;

M. That planning grants be provided for continuous upgrading of planning/management/evaluation skills to increase this capability among a much larger segment of the College.

APPENDICES

BISHOP COLLEGE, Dallas, Texas

A COMPARISON OF PRIVATE VERSUS FEDERAL PROGRAM FUNDS(1950-1977)

	1950 - 1960	1960- 1970	1970 - Present	TOTAL
PROGRAM FUNDS(designated for the improvement of instruction and instructional support)				
PRIVATE	$ 748,113	$ 4,355,988	$ 9,420,163	$ 14,524,2
FEDERAL	3,365	1,475,499	6,472,705	7,951,5
	751,478	5,831,437	15,892,868	22,475,7
RESEARCH FUNDS(designated for research, applied and other)				
PRIVATE	-	22,563	42,735	65,
FEDERAL	-	112,506	408,053	520,
	-	135,069	450,788	585,
STUDENT AID FUNDS(designated for students educational expenses) (excluding institutional matching funds and work study)				
PRIVATE	24,683	259,293	1,156,294	1,440,
FEDERAL	46,473	7,180,708	16,526,698	23,753
	71,156	7,440,001	17,682,992	25,194
CONSTRUCTION FUNDS(designated for buildings, facilities, and endowment)				
PRIVATE	531,708	4,554,110	8,163,780	13,249
FEDERAL	-	3,920,000	3,550,000	7,470
	631,708	8,474,110	11,713,780	20,719
TOTALS:				
PRIVATE	1,304,504	9,191,954	18,782,972	29,279
FEDERAL	49,838	12,688,663	26,957,456	39,695
	$ 1,354,342	$ 21,880,617	$ 45,740,428	$ 68,975

79

80

Revised 7/26/77

BISHOP COLLEGE/SLOAN COMMISSION SELF-STUDY
ON GOVERNMENT AND HIGHER EDUCATION

Questionnaire on Perceptions Regarding Federal Programs

Instructions: Below are a series of statements followed by "Yes," "Somewhat," "No," and "I Do Not Know." If you agree with the statement, circle "Yes;" if you disagree, circle "No." If you agree/disagree partially or do not know, circle either "Somewhat" or "I Do Not Know." Please indicate your reaction to every statement. There is space on the back for comments. Do not sign your name. Thank you for your participation.

1.	Income from federal programs is an important source of support for Bishop College.	YES	SOMEWHAT	NO	I DO NOT KNOW
2.	The availability of federal funds has permitted me to do things that I have wanted to do.	YES	SOMEWHAT	NO	I DO NOT KNOW
3.	The reporting requirements of federal programs are reasonable.	YES	SOMEWHAT	NO	I DO NOT KNOW
4.	Federal programs have improved the instruction at Bishop College.	YES	SOMEWHAT	NO	I DO NOT KNOW
5.	Federal funds only comprise 25% of the total budget of Bishop College.	YES	SOMEWHAT	NO	I DO NOT KNOW
6.	In federal programs, you have the freedom to do whatever is necessary to make sure that the job gets done.	YES	SOMEWHAT	NO	I DO NOT KNOW
7.	Over 80% of our students are in some way supported by federal funds.	YES	SOMEWHAT	NO	I DO NOT KNOW
8.	Bishop College is better for having obtained funding from the government.	YES	SOMEWHAT	NO	I DO NOT KNOW
9.	The use of federal funds has limited our ability to be a Christian college.	YES	SOMEWHAT	NO	I DO NOT KNOW
10.	Over half of the dollars received by Bishop come from the federal government.	YES	SOMEWHAT	NO	I DO NOT KNOW
11.	My salary is directly connected to the availability of federal money.	YES	SOMEWHAT	NO	I DO NOT KNOW
12.	Bishop College is able to set its own destiny, no matter what the federal government does.	YES	SOMEWHAT	NO	I DO NOT KNOW
13.	Bishop has received its fair share of federal programs and money.	YES	SOMEWHAT	NO	I DO NOT KNOW
14.	Federal programs have resulted in improved management at Bishop.	YES	SOMEWHAT	NO	I DO NOT KNOW
15.	Bishop College has survived primarily because of federal funding.	YES	SOMEWHAT	NO	I DO NOT KNOW
16.	Responding to federal requirements has placed a burden on Bishop.	YES	SOMEWHAT	NO	I DO NOT KNOW
17.	All things considered, Bishop should not try to obtain federal funds.	YES	SOMEWHAT	NO	I DO NOT KNOW
18.	There are too many rules and regulations associated with federal funds.	YES	SOMEWHAT	NO	I DO NOT KNOW
19.	On balance, federal funds have been good for Bishop College.	YES	SOMEWHAT	NO	I DO NOT KNOW
20.	Federal programs have affected my concept and teaching methodology positively.	YES	SOMEWHAT	NO	I DO NOT KNOW

(Please execute reverse side.)

21. Federal programs have affected my concept and teaching methodology adversely. YES SOMEWHAT NO I DO NOT KNOW

22. Federal programs have required administrative functions which have reduced my teaching/counseling functions. YES SOMEWHAT NO I DO NOT KNOW

23. Please indicate the total number of federal programs you have participated in over the past five years. _____

Comments: Please write any comments below. If a comment refers to one of the statements above, please indicate beside your comment the number of that statement. Thank you for completing this questionnaire.

BISHOP COLLEGE
Dallas, Texas

SCHEDULE OF CONSTRUCTION LOANS (Federal Sources)

YEAR	PURPOSE	AMOUNT
1961	To build the following: Dormitory for Men (Capacity=130) Dormitory for Women (Capacity=130) Dining Hall (Seating Capacity=200) Three Faculty Apartment Units (Capacity=48 family units)	$ 870,000.00 (HUD at 3%)
1965	To build the following: Dormitory for Men (Lange Hall; Capacity=102) Dormitory for Women (Capacity=170) Addition to the Existing Dining Hall (Capacity=200)	$ 1,200,000.00 (HUD at 3%)
1967	To build the following: Dormitory for Men (addition; Capacity=218) Dormitory for Women (Capacity=220) New Faculty Apartments (Capacity=30 units)	$ 1,350,000.00 (HUD at 3 1/2%)
1971	To build the following: Dormitory for Women (Capacity=230) (Anderson Hall) Dormitory for Men (Capacity=230) (Wallace Hall)	$ 2,000,000.00 (HUD at 3%)
1977	To build the following: Business, Social Sciences, Humanities Classroom Building	$ 1,500,000.00 (H.E.W.)

SEARCHLIGHT

Bishop College

RESEARCH

A Fact Not Commonly Known---

● *Among small colleges in the Dallas-Fort Worth Area, Bishop far exceeds all other institutions in the quantity and quality of research being done on its campus. . . . . and distinguishing it from all other institutions of higher education, emphasis is placed upon student involvement. . . student participation in the research process.*

The numerous research programs in the sciences at Bishop College afford students a rare opportunity to become involved in the making of science at the undergraduate level. Students work closely with scientists on problems which are in the forefront of science, ranging from the synthesis of especially tailored anti-malarial chemical compounds through the chemistry of polymer and plastics, to the synthesis of proteins in the test tube.

At Bishop the philosophical cornerstone is *student involvement in actual experimentation.* Thus, students are not used merely as "pairs of hands to wash glassware" but as co-investigators in the pursuit of scientific phenomena. Behind the respect for and faith in student researchers is the belief that when students experience the "high" as they see the beauty of a new scientific concept unfold in the laboratories, they will be "turned on" to the pursuit of science as a career.

The CRUCIAL SHORTAGE OF BLACK SCIENTISTS AND DOCTORS in this country has brought to Bishop College young, bold, and gifted scientists and professors dedicated to using their skills, knowledge, and experience to create a science center with a humanistic "caring" focus. . . bringing "light". . .by erasing darkness.

BECAUSE THE BISHOP STORY IN RESEARCH IS SO UNUSUAL WE WANTED TO PUT IT ON RECORD.

THIS BISHOP COLLEGE SEARCHLIGHT ON RESEARCH DOCUMENTS WHAT IS HAPPENING IN JUST ONE AREA OF THE COLLEGE. . . THE DIVISION OF NATURAL AND MATHEMATICAL SCIENCES UNDER THE OUTSTANDING LEADERSHIP OF DR. JESSE W. JONES.

TODAY'S YOUNG SCIENCE SCHOLAR CAN BE ASSURED THAT IF HE CHOOSES TO PURSUE HIS SCIENTIFIC INQUIRY AT BISHOP. . .HE WILL RECEIVE THE FINEST IN GUIDANCE AND DIRECTION, AND WILL BE INTIMATELY INVOLVED IN THE PURSUIT OF NEW KNOWLEDGE SOUGHT IN THE HALLS OF RESEARCH, IN CLOSE CONTACT WITH THOSE WHO THEMSELVES ARE IN THE "MIDST OF IT."

THE YOUNG SCHOLAR WILL ALSO DISCOVER THAT AT BISHOP KNOWLEDGE IS NOT VIEWED AS THE END IN ITSELF. . . BUT THE MEANS TO THE GREATER END. . .THAT OF SERVING HUMANITY. WITH HIS KNOWLEDGE HE WILL BE CHALLENGED TO LEARN WISDOM, THAT HIGHER INGREDIENT, WHICH INSPIRES HIM TO USE WHAT HE HAS LEARNED. . .TO HELP OTHERS LIVE BETTER. . .

The College realizes the spin-off from a strong research program: the thrill of discovery spills out into the classroom, thus creating a positive effect on the total educational environment. It is this realization that has prompted the College to give science and research strong support, believing that where there is no research. . . there will be no quality teaching. . .

One example of this "research thrust" is in the Department of Life Sciences where in the past three years its programs have been completely re-structured, truly lifting this area to the number one position among undergraduate science

(continued on next page)

on Research

BISHOP COLLEGE. . . FIAT LUX. . ."Let there be light". . .where men and women dedicated to the search for truth in the halls of science are also devoted to involving today's young student-scholars in the cooperative venture of erasing the darkness. . .

A FACT NOT COMMONLY KNOWN. . .
(continued from page 1)

RESEARCH

schools. The initiation of research in this area, and the focus on the molecular and chemical basis of living systems has prompted a major Foundation to seek Bishop's leadership in the development of molecular biology programs at other undergraduate schools.

Bishop's scientists feel that Science has as its obligation the "working to solve the problems with which man is plagued." They believe that Science can cooperate creatively with the other academic disciplines to bring a better life to men everywhere. Moreover, they believe that Science must focus on MAN himself if there is ever to be achieved a good, sound psychological climate capable of promoting health--physical, mental, and spiritual. Further, that it may well be from the laboratory that there will come the cure for psychological disorders like HATE, JEALOUSY, PARANOIA, etc. . .a discovery as profound and far-reaching as the discovery of penicillin and the making of the polio vaccine.

Apart from its "ecstatic" value, research is an important feature of any science program. Without it there is no new knowledge. Principles and concepts taught in today's science books are based on scientific investigations. Thus it is imperative that, as a learning process, students of science shuffle some test tubes, break some beakers, burn some "midnight oil of research" in order that they may experience ecstasy. . . and push back the frontiers of science.

The quality of experience and scientific knowledge students are receiving at Bishop has truly brought on a QUIET REVOLUTION. So inebriated with the "search for light" are the student and teacher-scholars at Bishop. . . that they truly believe that the cure for malaria, cancer, or sickle-cell anemia can come tomorrow from a Bishop student who now walks its corridors today. . .

page two. . .

. . .Officers of the South Oak Cliff High School PARA-MEDICAL and MEDICAL SOCIETY of South Oak Cliff High School-Bishop College Science program: (left to right) Leon Brown, Biology teacher and chairman of the Science Department; Jacqueline Wright, secretary(junior); Cherilyn Washington, vice-president (senior); Brenda Kennard, treasurer (senior); and Jeffrey McClellan, president (junior).

Bishop-South Oak Cliff Involvement

Pilot Program of College-High School Cooperation Aims at Increasing Minorities in Medical Careers

After one year of planning, a tremendous science program is in effect on the Bishop campus, involving College personnel and students from South Oak Cliff High School.

Senior Science students from South Oak Cliff High come to the campus every other Saturday and engage in scientific learning in one of the College's laboratories, under the supervision of a science professor and upper-level college students.

The program, organized by Dr. Edison R. Fowlks and Leon Brown, senior Biology teacher at South Oak Cliff High School, provides select science students at that high school an opportunity to become involved in some of the on-going scientific activities in the Department of Life Sciences at Bishop.

The idea behind this program is to increase the number of students interested in pursuing a science or medical career. The shortage of minority doctors, dentists, nurses, and scientists is crucial; and Dr. Fowlks feels that early exposure of students to science and research may be an important factor toward increasing the number of minorities entering the science and health fields.

The novelty of this program is parental participation. . . the support by parents deemed crucial to its fulfillment. To implement the seriousness of the endeavor, students must obtain written approval of their parents—and parents are responsible for transportation of their youth.

"This is a truly great community service," said Mr. Brown. Dr. Fowlks responded by saying that BISHOP COLLEGE belongs to the community and its people. . . its students. . . and that the College has a humanistic focus, planning to expand its efforts in developing programs spanning all community interests. . . "helping people to become all that they are capable of becoming."

At the left, WANDA RAVEN (right) demonstrates to Alice Holland, junior science student from South Oak Cliff High School, how to use the binocular microscope, while PATSY JONES looks on.

BISHOP Research

DR. JESSE W. JONES

DR. ROBERT MASINGALE

DR. ROMAN KUTSKY

● *Dr. Jesse W. Jones is Chairman of the Division of Natural and Mathematical Sciences.*

Dr. Jesse W. Jones and Dr. Robert Masingale are working jointly on several research projects. This work has several phases, and the various aspects of the research are supported by grants from the Department of Defense, the National Science Foundation, and the Department of Health, Education, and Welfare.

One aspect of the research deals with "antimetabolites," substances that adversely affect the action of naturally occurring metabolites. A metabolite is a substance necessary to body metabolism. For example, uracil goes into the body's synthesis of nucleic acid. If an artificial substance is administered to the body, it may replace the uracil and be used in nucleic acid synthesis, but the resulting nucleic acid would not function in normal metabolism. If sulfanilamide is administered to certain bacteria, the bacteria use the sulfanilamide instead of para-aminobenzoic acid in making necessary folic acid, but the resulting folic acid is of no use to the parasite, thus killing the bacterium parasite while not harming the host.

An objective of the research is to find analogs of pyrimidine which can be incorporated into growing cancer cells, and in some way inhibit the growth of these cells. This research involves the synthesis and testing of a large number of organic compounds. Some of these pyrimidine derivatives that are non-toxic to mammals have been found quite toxic to disease-causing organisms such as Salmonella bacteria and certain tuberculosis organisms.

Another area of the research is concerned with the design and preparation of a variety of potent drugs. The work is being conducted in cooperation with the Department of the Army's Antimalarial Program. The present emphasis of the search for more effective malarial drugs grew out of the exposure of soldiers to mosquito-bearing parasites during the Viet Nam conflict. Dr. Masingale and Dr. Jones are co-investigators of this project, which is in its second year.

●

Dr. Roman Kutsky of the Life Sciences Department has received a Research Grant from the National Aeronautics and Space Administration for research relating to the curing of cancer, retardation of aging, and counteraction of the effects of weightlessness in space. There are certain chemical substances called hormones, which can cause a tissue to grow and replace dead and diseased tissue with healthy tissue.

The hormone for testing is isolated from impurities with the aid of a device called an ultracentrifuge. The mixture to be purified is placed in the ultracentrifuge and whirled at about 40,000 revolutions per minute. This treatment subjects the mixture to an acceleration equivalent to 144,000 times the acceleration of gravity, and causes the heavy molecules to be thrown out while the light molecules remain in solution.

The isolated and purified hormone may hopefully be able to cause wasted tissue to grow and become replaced with healthy tissue in conditions of (1) aging, which results largely due to a lack of cell renewal, and (2) prolonged weightlessness in space, which causes the gradual wasting of various organs, especially muscles.

DR. ARGELIA ESQUIVEL

NSF-Sponsored Math Program Headed by Dr. Esquivel

A total of 30 teachers were accepted for the National Science Foundation-sponsored Cooperative College School Science Program at Bishop College for this year. Dr. Argelia V. Esquivel, professor and head of the Department of Mathematical Sciences, is again directing the program which has proven great assistance to the development of junior high school teachers in the Dallas Independent School District.

Dr. Esquivel and Bishop are also involved in a Title III program with the University of Houston, receiving an $86,880 grant to train 12 college teachers from Black institutions in the effective use of innovative teaching.

Dr. Esquivel has received several large Federal grants as a result of her effective and innovative methods of teaching Mathematics at Bishop College. For example, the Department of Health, Education, and Welfare is supporting a Doctoral program in Mathematics Education, which is carried out cooperatively by Bishop College and the University of Houston.

Other grants from the National Science Foundation and the Department of Health, Education, and Welfare support special mathematics projects at Bishop for in-service elementary and secondary teachers. These projects provide for the retraining and improvement of the subject matter competency of teachers of Mathematics, especially those who serve in inter-ethnic and cross-cultural community areas. Regular students are encouraged to participate in the special projects in order to enrich their pre-service teacher training while at Bishop College.

The B. S. degree in Computer Science is offered at Bishop College. The Computer Science program teaches the most up-to-date techniques and theories in this discipline, and prepares the student for professional computing work in industry, government, and the academic field. Bishop students majoring in Mathematics have participated in exchange programs at the University of California, Berkeley, and in Honors Research Programs in Computer Science at the Argonne National Laboratory. Several Mathematics majors have been recipients of four-year Doctoral Fellowships supported by the Ford Foundation, and of other graduate fellowships at major universities.

DR. JOSEPH E. WILSON

Dr. Joseph E. Wilson's new book, "RADIATION CHEMISTRY OF MONOMERS, POLYMERS, AND PLASTICS" has been released by Marcel Dekker, Inc., of New York, with a sale price of $50.

The book jacket describes the book (dedicated to Bishop College president Dr. M. K. Curry Jr.) as providing "up-to-date reference for academic and industrial researchers in the fields of radiation chemistry and polymer chemistry."

Dr. Wilson, who has been a professor of Chemistry at Bishop since 1967, has published 20 articles and holds 10 U. S. patents that deal with photochemistry, the stabilization of polyvinylchloride, the oxidation of polyethylene, urethane foam chemistry, and the radiation-induced grafting of vinyl monomers on polymeric films. He received his Ph.D. in Physical Chemistry from the University of Rochester. Prior to coming to Bishop College he was Research Director for the Pollock Division of the St. Regis Paper Company (1963-1967).

Dr. Wilson's research was supported formerly by the National Aeronautics and Space Administration, and more recently by the Office of Naval Research. The work concerns the use of radiation from cobalt-60 in the promotion of chemical reactions.

In these times of energy shortage, it is of interest that even small amounts of cobalt-60 can give off large amounts of energy in the form of gamma rays. During its useful life, one pound of cobalt-60 gives off more than 1.3 billion BTU of radiant energy, compared to 13,000 BTU of energy obtained by burning one pound of coal.

In carrying out the research, many safety precautions must be taken in handling the cobalt-60. The gamma rays are very penetrating, and can pass readily through several inches of iron or lead. This means that the hands can never be brought near the cobalt-60, and that all parts of the body must be carefully shielded from the radiation at all times. Any person working with cobalt-60 must wear a film badge, which is sent to a laboratory once a month to be "developed like photographic film to show how much radiation the wearer of the badge has received.

One of the reactions being studied is the "grafting" of liquid monomer on plastic film. When the film is immersed in monomer and irradiated with gamma rays, new plastic grows on the film in a process called "grafting." This work has led to many new discoveries concerning the rate of grafting, and how the rate of grafting can be controlled and accelerated. Articles summarizing the research are published from time to time in the scientific journals.

"Because They are There . . ."

RESEARCH

Dr. Edison R. Fowlks, chairman of Life Sciences Department, has been honored by the Ohio State University, where he received his Ph. D. in 1965, by being named 1972 Distinguished Black Alumnus. The statement Dr. Fowlks made in acceptance of this honor deserves dissemination as a statement of challenge for all those who guide the destinies of today's youth.

I am honored to have been selected Distinguished Black Alumnus of the Ohio State University, and am pleased to focus attention on the need of education for young blacks. The adage--"knowledge is power"--has real meaning for blacks. As a man educates himself, he learns that he and he alone can shape conditions and environment in such a way as to fashion his own destiny. Thus black students must tap the source of their inner strength, and use it to re-build the black community, and re-structure America.

Today's young blacks must use their time and energy contemplating how they can realize self and then move out of self and serve others. In focusing attention from self to others, they must realize that man is NOT JUST BODY, but he is also SOUL, and that many of the problems with which blacks are faced are in this dimension. Black children have been programmed early in their lives to reject self and to accept failure. The task of today's young educated blacks is that of re-programming young black minds so that they can achieve, teaching them that it is good to be black. But most of all, they must teach black students that blackness is not inextricably bound up with failure.

In my quiet moments of meditation I often ponder: In the slums and ghettos of this nation there is a young man who can find a cure for cancer or sickle-cell anemia. There is a black student who society says cannot learn, but if given an opportunity, can solve the problems of pollution. There is a high school drop-out with the potential of developing revolutionary means to teach students who are different--who march to a different drum. BECAUSE THEY ARE THERE--young blacks must not wait for society to teach them - these, their brothers and sisters. THEY MUST DO IT THEMSELVES! They must go to the slums, ghettos, and prisons . . . and program these youth to become who they are capable of becoming. That is why we need an education that is relevant . . . for we must replace the "prisons of the past with a prism for the present, an ever-ready rainbow, new opportunities and new privileges for those who have trod the stony road."

DR. EDISON R. FOWLKS

Dr. Fowlks' research is supported by grants from Research Corporation, National Science Foundation, and the National Institute of Health. His research deals with the biochemistry of nucleic acids, proteins, and viruses. He is seeking to discover the mechanisms by which viruses cause disease in higher organisms. In order to separate charged proteins or nucleic acids, the molecules are placed in a powerful electric field, causing positive and negative molecules to move in opposite directions.

Genetic information is removed from the virus and used as a blueprint for synthesizing proteins in a test tube containing a liquid free of cells. Radioactive amino acids are prepared, so that when these are incorporated in a protein their presence can readily be detected by a radiation counter. These methods may shed light on the molecular nature of agents that cause cancer and molecular diseases such as sickle cell anemia.

This work has led to an important discovery, that apparently homogeneous viruses consist of many components, each component bearing its own genetic blueprint. The components work as a team to produce a specific disease. This research is being described in periodic publications in scientific journals.

DR. BENJAMIN GOTTLIEB

Dr. Gottlieb's research field is upper atmospheric and ionospheric physics, and includes the chemistry of ions and chemical species found in those regions. The solar heat which reaches the earth suffers several fates. The most harmful ultraviolet radiation is absorbed in passing through the atmosphere before it reaches the earth, thereby protecting life processes on the earth. Different layers of the atmosphere are heated to different extents, the region above 100 miles being heated the most. The surface of the earth is also heated by the solar radiation, but much of the heat is lost by reflection and diffusion. This whole matter of the disposal of the sun's heat is referred to as the "heat budget."

Dr. Gottlieb's research involves the study of the "heat budget" in the atmosphere, and the redistribution of the heat brought about by atmospheric turbulence, diffusion, and large scale circulation. In general, the earth's atmosphere is a huge laboratory, where interesting and complicated processes are occurring at various heights. In the lower atmosphere, such processes are responsible for rain, tornadoes, hurricanes, snow, and hail. Going further up, one encounters a calmer region called the stratosphere, important because it contains most of the ozone which absorbs most of the harmful ultraviolet rays. Still higher are the regions of mesosphere and thermosphere, which are responsible for absorbing X-rays and cosmic rays.

Currently, Dr. Gottlieb is becoming active in a joint research project with the Dupont Company, involving the study of the fate of pollutants in the lower regions of the atmosphere, because the effect of such pollutants could be extremely important.

Advance Bishop College
BISHOP COLLEGE is enacting the drama of "The CARING Community" . . . We need YOU to be the main CARE-actor!

RESEARCH

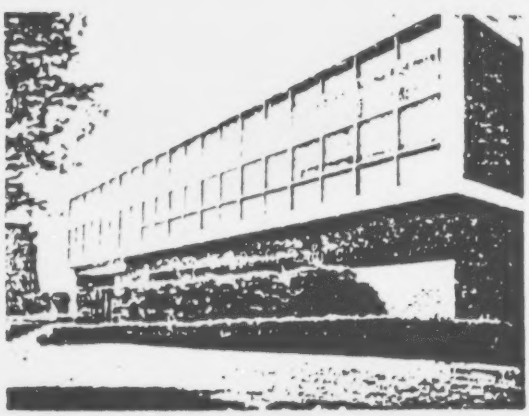
DR. BARBARA WILCOX

Dr. Wilcox, in cooperation with Dr. Michael Romaine and the Zale Foundation, is carrying out a psychological research project at the Zale Learning Center. The behavior of human infants is being studied in relation to their interactions with their caretakers at the day care center. The purpose of the research is to see if the child's being in the day care center changes the nature of his interaction with his mother.

Mother and child are observed in a standard setting, in which a child is confronted with a stranger, and the child is left by his mother in strange surroundings. What happens then is recorded on videotape, and coded for evidence of attachment to his mother and evidence of discomfort in the presence of strangers.

The results of this study will be helpful in planning for the day care of infants, so as to take account of their emotional needs as well as their physical needs. It will also give insight into theoretical questions about the importance of the nuclear family in contrast to multiple caretaking for children, of the type found in "extended families." The concept of the extended family brings in grandparents, aunts, uncles, cousins, etc.

Although the Department of Psychology is not a part of the Division of Natural and Mathematical Sciences in an academic sense, the research being conducted by Dr. Wilcox and Dr. Romaine is especially pertinent to the humanistic focus of the "emerging age of science" at Bishop.



The PSYCHOLOGY DEPARTMENT is housed in the W. R. White Science and Mathematics Building. A laboratory room provides facilities for experimental work in learning and perception; and an animal colony provides pigeons for use as experimental animals. Students collect and analyze their own data, using desk calculators for data analysis.

A collection of psychological testing materials allows advanced students to gain first-hand knowledge of testing procedures.

DR. WASI SIDDIQUI

Dr. Siddiqui's research is being carried out under a Faculty Research Grant from the National Institute of Health. The subject of the research is the control of rabies in humans. In the conventional method of treatment, the rabies virus from a dog is used to prepare a vaccine. Dr. Siddiqui has investigated the possibility that viruses obtained from the skunk, monkey, bat, cat, wolf, fox, and horse can be used in preparing a more effective vaccine. The bat strain was found to be the most effective, and it can be used in preparing a vaccine for humans.

In doing the research, tissue cultures of human cells were first prepared. Each of these was inoculated with the rabies virus under controlled, reproducible conditions. Then all of the infected cells were treated with "interferons," an interferon being the protein from each animal that is possibly active against the rabies infection.

The infected blood samples used in the research came from a boy who had been bitten by a bat. In the tissue culture tests, the interferons from this boy's blood were the most effective against different types of rabies virus. This fact explains why the boy recovered from rabies, a disease from which recovery is very rare.

Dr. Siddiqui is currently becoming active in research on tumor regression, and in the search for agents to cause tumor and cancer regression. Dr. Siddiqui has published many articles concerning his research.

Every seed has one precious chance at life.

SO DO YOU. . .

One chance. . . one life-time. . . to reach for the sky. . .
One moment to come alive. . . to find the glorious WHY. . .
YOU. . . that particular YOU. . . the first time to live. . .
Fruition to reach. . .with so much to give. . .
Find the reality Creation meant you to see. . .
The essence of LIFE. . . BECOMING. . . TO BE. . . !

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DR. ABDUL J. MIA

Dr. Mia is an expert in cytochemistry and electron microscopy, and has published more than 50 papers summarizing his research. Areas of major interest to Dr. Mia include the differentiation of cells in forming tissues, and the problems of aging. He has also used electron microscopy in studying the attack of viruses on plant tissues.

The electron microscope employs a beam of electrons to resolve the fine structure of the cell. Magnifications may range from 1,000 to 100,000 or more. The electron microscope is a large and complex instrument, and a considerable amount of time is required to attain skill in its operation. The electrons are generally accelerated through a voltage differential of 20,000 to 100,000 volts.

In one study, Dr. Mia was able to determine that water enters into the DNA molecules before cell division takes place. Actually, when a seed is placed in water, most of the water taken up by the seed goes into and is bound in the DNA molecules.

In another investigation concerning the aging of plant cells, he observed that the cell "organelles" undergo a degradative process involving the loss of shape and structure. Cell "organelles" are the submicroscopic structures which take part in the metabolism of the cell. This degradation process led irreversibly to the death of the cell.

page seven. . .

Dr. Lacy is a Radiation Biologist and twenty-year college teaching veteran. Her publications include a co-authored Laboratory Manual for College Zoology published by the Burgess-Beckwith Publishing Company.

Dr. Lacy has as her primary research interest radiation damage repair mechanisms. Utilizing ultraviolet radiation as a research probe, she has been investigating changes in the polyribosomal fraction of Escherichia coli Kepes MLJ. The bacterial strain with genetic markers is inducive for Beta-galactoside permease and for galactoside transacetylase. The Beta-galactosidase enzyme system has been used in previous investigations by Dr. Lacy to study enzyme kinetics and radiation damage recovery rates.

The recipient of a National Science Foundation-Faculty Research Participation Grant, Dr. Lacy spent the summer of 1974 at the Environmental Health Sciences Center, Oregon State University, Corvallis, Oregon. Investigations in the laboratory of Dr. I. J. Tinsley were concerned with Riboflavin Deficiency and the Metabolism of Chlorinated Hydrocarbon Pesticides.

DR. VERSIA LINDSAY LACY

FACTS ABOUT BISHOP COLLEGE

- Second largest four year, degree-granting institution of higher education in the Greater Dallas Metropolitan Area.
- Established in 1881 in Marshall, Texas.
- Moved to Dallas in 1961 to present campus site.
- Private four-year coeducational liberal arts and teacher education college.
- Fully accredited by the Southern Association of Colleges and Schools and the Association of Texas Colleges and Universities.
- Enrollment presently stands at almost 1,500 students.
- 387 acre campus with 26 modern buildings located at 3837 Simpson Stuart Road in the Southeastern sector of Dallas County.
- Plant and equipment valued at over $18,000,000.
- 92 full time equated faculty members, over 60% of whom hold earned doctorate degrees.
- Faculty student ratio is 1 to 18.
- Degrees offered include the Bachelor of Arts, Bachelor of Science, and Bachelor of Science in Education.
- Approximately 90% of the student body comes from families with an annual income of less than $7,500 and hence receives some type of financial assistance through loans, grants, scholarships, work aid, or outside employment.

REQUEST FOR INFORMATION AND APPLICATION

BISHOP COLLEGE
Attention: Dr. Jesse W. Jones
Division of Natural and Mathematical Sciences
3837 Simpson-Stuart Road
Dallas, Texas 75241

I am interested in (Specify) _____

_____

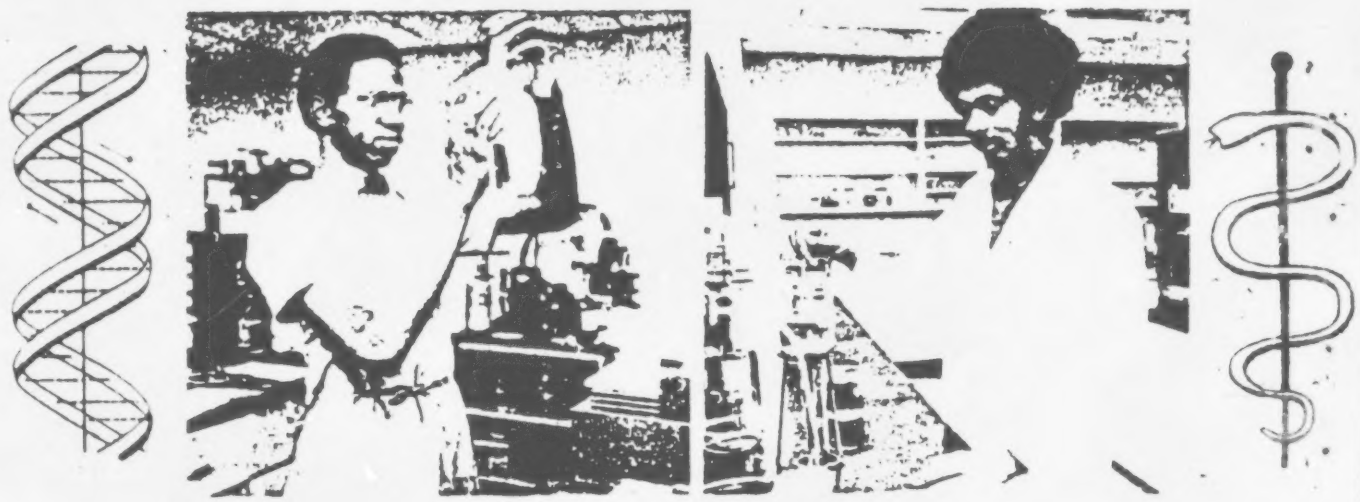
_____

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

Please place in an envelope and drop in the mail



Bishop Becoming Center for Recruitment of Pre-Medical Students

REPRINT (BISHOP HERALD -- FALL 1973)

Bishop's Pre-Medicine Program, one of three academic areas in the Department of Life Sciences, is rapidly gaining momentum as it uses innovative approaches to produce graduates who may be able to enter medical school through the "front door." Already some of this nation's top medical schools have recognized Bishop's new thrust and are making Bishop their center for recruiting Black students.

The dawn of this era began when Life Sciences chairman, Dr. Edison R. Fowlks, saw the need for developing a solid pre-medical program against the backdrop of molecular biology. Realizing that this could not be accomplished with present facilities, Dr. Fowlks succeeded in getting financial support to install facilities for teaching Biology in this "new way."

Few departments have witnessed as much change as the Life Sciences. The past two years have seen a quiet revolution in terms of a shifting of emphasis from classical to molecular biology. Just two years ago emphasis was solely on the classical aspects of living systems; courses were mostly descriptive. Today, this is not the case. Now, when a student enrolls in pre-medicine, he receives in addition to his basic college requirements, a strong background in Mathematics, Physics, and Chemistry. After the completion of these courses, he enrolls in the advanced biology courses where living phenomena are explained in terms of the underlying molecular mechanisms. For example, in Microbiology, a student not only learns the classes of bacteria which penicillin destroys, but also learns the way through which this action occurs; in Genetics, students not only learn that sickle cell anemia is a hereditary molecular disease, but also its molecular basis.

Classical biology paved the way to some of the major discoveries in molecular biology, and through the molecular approach the scientist is now armed with the tools and techniques to understand the fundamental nature of classical biological systems.

Dr. Fowlks says, "It is ironic that molecular biology has now become classical. It is so classical that high schools have begun teaching it. Last fall I visited a high school, and was elated to discover one of our recent graduates teaching his 10th grade class the molecular nature of DNA (DNA means Deoxyribonucleic Acid, the chemical substance of which genes are composed.) These students were turned on! So undergraduate schools throughout this nation have no other choice than to move in this direction."

One of the novelties of the pre-medical program is that doctors and scientists at the University of Texas Health Sciences Center (Dallas) are deeply involved in the implementation of this new program because they sense the soundness of the program contemplated (and already initiated) at Bishop; and they want to offer whatever assistance possible. This mutual arrangement has been quite helpful, and has added great impetus to the overall program.

Recent research shows that 24 freshman and sophomore students in the department (Life Sciences) have better than a 3.0 grade point average as compared to two years ago when there were only five students in the entire department with a 3.0 or better GPA. It is interesting to note that the two 4.0 students in the department had planned to become English majors, but felt they could better utilize their talents in medicine.

This summer, ten pre-medical students have been doing research or participating in special summer programs. Wanda Raven, Jamille Pernell, Seth Robinson, and Eric Johnson were at Fisk University (Nashville, Tenn.) in the highly competitive UNCF Pre-Medical Program; James Johnson was at the University of Texas (Galveston); Charles Strickland and Earl N. Berkley have been at the Veterans Administration Hospital (Dallas); and here at Bishop three advanced students--Patsy Jones, Gosby King, and Henry Underwood--are doing research in the Minority Student Biomedical Study Program (MSBS). A general effort is being made to give students the opportunity to spend at least one summer in a special program and (or) laboratory study.

Students in the Life Sciences are being challenged to actualize themselves and move away from self to serve humanity; to see that life is a continuum and that what has been received must be passed on. A true scientist is not viewed as a miserly hoarder of knowledge, but rather--a servant of future enlightenment. Dr. Fowlks challenges his students to become revolutionary doctors and scientists, to organize free clinics for the poor, and to spend a few hours each day working in these clinics.

Thus, the pre-medical program at Bishop College is unique in its strong emphasis on humanitarian aspects, reminding the careful observer of an earlier, yet recent year--and the challenging words of a young doctor (Dr. Tom Dooley), to another young doctor:

"Give your life to others. It will be an exhilarating experience . . . Utilize your life as a force of unity amid the fragile peace of our day.

And you will discover the happiness that comes from serving others whose need was your only call . . ."

Searchlight 1974

BISHOP COLLEGE 3837 SIMPSON STUART ROAD DALLAS, TEXAS 75241

BISHOP COLLEGE/SLOAN COMMISSION SELF-STUDY ON
GOVERNMENT AND HIGHER EDUCATION

Questionnaire on Program Impact for Federally Funded Programs

I. General Information (to be completed by Self-Study Committee)

A. Name of Program:
B. Dates Program Funded:
C. Total Federal Funds Appropriated:
D. Chief Investigator/Program Director:
E. Other Campus Participants:

II. Advantages and Disadvantages of this Program (to be completed by Program Director and/or Participants)
Instructions: Below, please list the advantages and disadvantages of the program named above to Bishop College. In other words, what positive things happened to Bishop as the result of this program, and what negative things happened?

A. Advantages

B. Disadvantages

III. Costs of Program (to be completed by Director and/or Participants)
Instructions: Please answer the questions below as completely as possible.

A. Please state the number of hours spent by you and your staff annually on compliance with regulations and reporting requirements associated with the program named above:

B. Please state other expenses incurred by the College, such as travel and Xeroxing, associated with the compliance aspects of this program:

C. If you had not been involved with this program, what other things would you have done: Please be specific. Examples of other things which you would have done could be research, teaching, would not have been here at Bishop, etcetera.)

IV. Looking at Bishop College today, what are the ways this program has reflected itself, positively and negatively, in the way we conduct our business, are organized, or the things we do?

V. Have federal funds helped Bishop College implement its mission? (Please be as specific as you can.)

SCHEDULE OF GRADUATE PLACEMENT

(A Sample)

YEAR	GRADUATE/DISCIPLINE	EMPLOYER	STARTING SALARY
1972-73	[redacted] (Business/Economics)	IBM Corporation (Dallas)	$ 10,000
	[redacted]. (Physics/Math)	U. S. Department of Commerce Patent Office (Arlington, Virginia)	9,520
	[redacted] (Biology/Chemistry)	N. L. Industries (Baroid Division) (Anchorage, Alaska)	10,000
1973-74	[redacted] (Bus. Adm./Economics)	Defense Contract Admin. Service (Dallas)	11,000
	[redacted] (Accounting/Bus. Ad,.)	Defense Contract (Audit Agency) (Dallas)	10,633
	[redacted] (Sociology/Philosophy)	Southwestern Bell Telephone Company (Houston, Texas)	10,800
	[redacted] (Religion/Philosophy)	Southwestern Bell Telephone Company (Houston, Texas)	10,800
1974-75	[redacted] (Sociology/Soc. Science)	Brown and Williamson Tobacco Company (Dallas)	10,800
	[redacted] (Elem. Educ./History)	Dallas Independent School District (teacher)	9,000
	[redacted] (Bus. Adm./Economics)	Executive Director Black Chamber of Commerce (Dallas)	10,000
1975-76	[redacted] (Accounting/Bus. Adm.)	Federal Reserve Bank (Dallas)	11,000
	[redacted] (Bus. Adm./Economics)	Texas Instruments, Inc. (Dallas)	11,500
	[redacted] (Math/Computer Science)	Exxon Company, U. S. A Houston, Texas	12,000
	[redacted]	Denver Public Schools Denver, Colorado (teacher)	11,500
	[redacted] (Urban Affairs/Bus. Adm.)	City of Dallas	13,000

YEAR	GRADUATE/DISCIPLINE	EMPLOYER	STARTING SALARY
1976-77	[redacted] (Accounting/Bus. Adm.)	Federal Reserve Bank (Dallas)	$ 12,000
	[redacted] (Bus. Admin.)	Federal Deposit Insurance Corporation (Houston, Texas)	13,000
	[redacted] (Speech/Sociology)	Boyle-Midway (Division of American Home Products)	11,500
	[redacted] (Bus. Adm./Accounting)	U. S. General Accounting Office (Dallas)	12,000
	[redacted]d (Bus. Adm./Accounting)	Dodd, Jefferson and Company (Dallas)	10,800
	[redacted] (Physical Education)	Winn-Dixie Texas Incorporated (Bedford, Texas)	12,000
	[redacted] (Computer Science)	Southwestern Bell Telephone Company (St. Louis, Missouri)	16,000

BISHOP COLLEGE/SLOAN COMMISSION SELF-STUDY ON GOVERNMENT AND HIGHER EDUCATION

Table of Statistical Information Regarding Bishop College and Federal Support

Item	1957-1962	1962-1967	1967-1972	** 1972-73	** 1973-74	** 1974-75	** 1975-76	** 1976-77
Federal Funds Received								
--Construction	-0-(1950-60)	$ 3,920,000	(1960-70)	$ 3,555,000	(1970 to present			
--Student Aid	46,473(50-60)	7,180,708	(1960-70)	16,526,688	(1970 to present			
--Research	0-(1950-60)	112,506	(1960-70)	408,063	(1970 to present			
--Program	3,365(50-60)	1,475,499	(1960-70)	6,472,705	(1970 to present			
Total Budget*	31,793(50-60)	3,109,000	6,373,000	8,939,000	9,500,000	9,600,000	10,400,000	10,200,000
Value of Plant*	3,700,000	5,199,000	12,298,000	14,200,000	14,216,000	14,500,000	15,000,000	$ 16,500,000
Total Debt*	900,000	2,017,000	6,225,000	8,985,000	9,337,000	9,500,000	9,400,000	10,900,000
% of Federal Funds in Fund Raising	1%	15.5%	30.3%	56.2%	40%	46.6%	71.1%	60.2%
% of Private Gifts in Fund Raising	99%	84.5%	69.7%	43.8%	60%	53.4%	28.9%	39.8%
% of Budget Allocated for Instruction*	63%	62%	62%	59%	60%	63%	62%	64%
Tuition and Fees*	$ 358	$ 750	$ 1,000	$ 1,450	$ 1,474	$ 1,500	$ 1,500	$ 1,780
FTE Enrollment*	505.7	1,009.8	1,636	1,458.8	1,178.4	1,064.3	1,456.8	1,444.1
% of Students on Aid*	78.5%	79.2%	84.7%	81.3%	88.4%	97.6%	88.4%	93.7%
FTE Teaching Faculty*	45	84	142	103	90.75	85	87	90.5
Number of Administration*	15	18	24	18	18	18	18	18
Number of Support Staff*	45(approx.)							150(approx.)
Number of Major Fields* Offered	17	20	25	26	26	27	32	30
Average Faculty Salary*								
Instructor	$ 6,500	7,750	9,098	9,500	9,900	10,350	10,500	10,750(14,170=high)
Assistant Professor	7,750	8,750	10,220	11,500	12,000	13,000	13,455	13,500(16,914=high)
Associate Professor	9,000	11,000	12,563	12,750	13,000	13,550	15,850	15,900(19,179=high)
Professor	11,500	13,750	15,214	16,000	17,200	17,200	18,645	18,750(23,281=high

*For the five year periods 1957-62, 1962-67, 1967-72, these statistics are averages over each five year segment

** Data for the years 1972-1977 are listed annually.

Revised 7/26/77

VII.

BISHOP COLLEGE

DALLAS, TEXAS

ALL FIGURES in DOLLARS

ANALYSIS OF FUND-RAISING FROM FEDERAL SOURCES

1957-1977

(None prior to these dates)

	A					B					C					D				
NAMES OF PROGRAMS	1957-58	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77
1. HHS-HEW College Facilities Loan Program	-	-	-	870,000	-	-	-	-	1,200,000	1,350,000	-	-	-	2,800,000	-	-	-	-	1,500,000	-
2. National Defense Student Loan	-	19,582	38,891	39,900	108,510	134,197	223,200	256,535	299,955	329,951	318,600	366,700	413,550	604,964	652,600	653,500	710,966	695,314	581,192	548,205
3. National Science Foundation I	-	-	3,365	-	-	10,660	-	7,000	28,960	8,950	-	-	-	-	-	-	-	-	-	-
4. College Work Study Program	-	-	-	-	-	-	-	37,850	61,756	956,305	617,294	633,581	658,644	845,317	880,830	873,971	606,761	532,191	562,948	611,531
5. HHS-COLLEGE Facilities Grant Program	-	-	-	-	-	-	-	-	980,000	-	-	-	-	-	-	-	-	-	50,000	-
6. National Science Fdn II(Equipment)	-	-	-	-	-	-	-	-	-	37,367	-	-	6,200	3,400	-	-	-	-	-	-
7. Title III Developing Institutions	-	-	-	-	-	-	-	-	-	141,514	382,003	421,136	404,964	426,900	364,662	355,000	301,880	-	-	-
8. Title III (AIMP)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	150,000	986,000	1,100,200	1,014,905
9. Title II-A Library Program	-	-	-	-	-	-	-	-	-	-	13,057	7,455	7,244	3,750	15,249	7,500	6,235	6,235	3,910	3,680
10. Office of Economic Opportunity Scholarship Grants	-	-	-	-	-	-	-	-	-	139,707	88,051	68,430	-	-	-	-	-	-	-	-
11. Atomic Energy Commission	-	-	-	-	-	-	-	-	-	-	6,000	-	-	-	-	-	-	-	-	-
12. Educational Opportunity Grants(SEOG)	-	-	-	-	-	-	-	-	-	-	430,940	649,843	735,630	880,750	754,345	713,851	589,765	480,933	292,447	368,461
13. HHSA Science Research Grants	-	-	-	-	-	-	-	-	-	-	-	39,307	41,159	33,830	48,635	31,320	27,522	30,911	21,300	-
14. HEWA(Now)Summer Youth Program	-	-	-	-	-	-	-	-	-	-	-	22,693	22,875	26,314	21,193	27,000	28,000	34,682	32,000	48,000
15. HHS Title IV Desegregation Inst.	-	-	-	-	-	-	-	-	-	-	-	-	30,000	-	-	-	-	-	-	-
16. HHS HCheip-HS Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	102,973	178,548	140,700	58,588	36,050	60,000
17. Dept. of Defense Research Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	39,000	38,300	-	-	-	-
18. HHS-NIMH Institute	-	-	-	-	-	-	-	-	-	-	-	-	-	89,494	86,548	76,740	-	-	-	-
19. National Endowment for the Humanities	-	-	-	-	-	-	-	-	-	-	-	-	-	18,906	-	-	-	-	-	-
20. Navy Department Research	-	-	-	-	-	-	-	-	-	-	-	-	-	-	13,470	13,967	13,823	22,618	-	-
21. HHS New Careers Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	75,687	78,632	52,120	15,000	-	-
22. ** - ntology Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	54,079	57,257	38,569	28,719	15,705	-
23. Comparative Academic Planning(HEW)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	50,000	70,000	-	-	-
24. Veterans Cost of Instruction	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6,104	6,049	5,753	6,000
25. Basic Educational Opp. Grant(BEOG)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	98,714	209,670	959,890	1,135,251
26. Title V - Comparative Education	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	30,000	25,000	-
27. HHS Research Grant(N'gala)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	21,300	-	-
28. HHS Teacher Training Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	30,000	15,000	-	-
29. Law Enforcement Education Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,300	58,500	75,212	70,199
30. Reading Academy Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	63,067
31. Upward Bound	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47,044
32. Special Services Stu. Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	89,554
33. HHS Minority School - Biomedical	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	47,975	54,796	48,234
34. HHS (Positive Futures)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	62,000	-
35. HEWC Scholarship Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	12,000	34,000	24,000
36. Minority Inst. Science Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	34,121
37. Science Research Stu. Ll)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	19,328
38. Cooperative School Sci. Program	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	37,475	33,970	-	-
39. Emerg. School Assist.Personnel for	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	52,018	60,160	-	-	-
40. Emerg. School Assist.Public & Adm	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	35,572	-	-
41. HHS-OEEEO Trg. Counselor Ctr.	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	57,500	-	-	-	-
42. HEWHHS OFF. VOC. EDUC (HEWC)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	130,470	276,513	280,470	280,483	296,429
TOTALS	-	19,582	38,256	909,900	108,510	134,847	223,200	301,485	2,070,671	3,563,375	1,853,944	2,189,137	2,310,574	4,735,833	3,013,581	3,366,574	3,375,686	3,018,995	5,662,863	4,793,730

$1,060,327
Total for years 1957-1962

$5,317,518
Total for years 1962-1967

$14,109,069
Total for years 1967-1972

$20,716,967
Total for years 1972-1977

COMPARISON OF REVENUE RECEIVED BY BISHOP COLLEGE FROM PRIVATE AND FEDERAL SOURCES DURING THE YEARS 1950-1977

Figures below to nearest dollars

YEAR	INCOME FROM PRIVATE SOURCES AMOUNT ($)	PERCENTAGE	INCOME FROM FEDERAL SOURCES (Gov't) AMOUNT ($)	PERCENTAGE
1950-51	41,771	100.0	-0-	0.0
1951-52	71,038	100.0	-0-	0.0
1952-53	230,700	100.0	-0-	0.0
1953-54	229,928	100.0	-0-	0.0
1954-55	232,310	100.0	-0-	0.0
1955-56	79,174	100.0	-0-	0.0
1956-57	82,510	100.0	-0-	0.0
1957-58	107,530	100.0	-0-	0.0
1958-59	103,270	84.9	19,582	15.1
1959-60	126,274	81.0	30,256	19.0
Decade of 50's	*1,304,504*	*96.4*	*49,838*	*3.6*
1960-61	800,101	47.1	909,980	52.9
1961-62	576,719	85.1	100,510	14.9
1962-63	522,624	77.6	150,847	22.4
1963-64	347,559	60.8	223,200	39.2
1964-65	669,295	68.5	301,465	31.5
1965-66	2,615,904	56.6	2,078,671	43.4
1966-67	923,067	26.5	2,563,335	73.5
1967-68	1,027,361	35.8	1,853,944	64.2
1968-69	858,122	28.1	2,188,137	71.9
1969-70	851,202	26.8	2,318,574	73.2
Decade of 60's	*9,191,954*	*42.0*	*12,688,663*	*58.0*
1970-71	1,061,030	19.9	4,735,833	80.1
1971-72	1,135,743	27.4	3,012,581	72.6
1972-73	2,628,231	43.8	3,366,574	56.2
1973-74	4,842,743	60.0	3,275,606	40.0
1974-75	4,151,109	53.4	3,618,395	46.6
1975-76	2,304,765	28.9	5,662,662	71.1
1976-77	2,659,351	35.7	4,793,730	64.3
Decade of 70's	*18,782,972*	*39.8*	*28,465,381*	*60.2*
TOTALS	29,279,430	41.6	41,203,882	58.4

CHART DEFINITION

Broken line- REVENUE FROM PRIVATE SOURCES

Solid line - REVENUE FROM FEDERAL (GOV'T.) SOURCES

FIAT LUX · BISHOP COLLEGE · 1881 · DALLAS, TEXAS ·

BISHOP COLLEGE

DOLLARS

MILLION DOLLARS

1950 1960 1970

6,000,000 5,750,000 5,500,000 5,250,000 5,000,000 4,750,000 4,500,000 4,250,000 4,000,000 3,750,000 3,500,000 3,250,000 3,000,000 2,750,000 2,500,000 2,250,000 2,000,000 1,750,000 1,500,000 1,250,000 1,000,000 750,000 500,000 250,000 (-)

6 5 4 3 2 1

1950 51 52 53 54 55 56 57 58 59 1960 61 62 63 64 65 66 67 68 69 1970 71 72 73 74 75 76 77

IX.

1950-1960
GIFTS FROM PRIVATE SOURCES
BISHOP COLLEGE

BISHOP COLLEGE

SCHEDULE OF GIFTS AND GRANTS FROM PRIVATE SOURCES 1950-1960

(In this schedule there is no delineation of scholarship funds)

SOURCE	1950-51	1951-52	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	TOTAL
	$	$	$	$	$	$	$	$	$	$	
American Baptist Conv. Board of Education	1,030.00	927.75	847.75	1,750.00	950.00	1,118.85	8,158.84	8,733.25	8,829.00	7,579.00	
Southern Baptist Conv. Home Mission Board	2,000.00	3,250.00	1,750.00	3,250.00	1,125.00	1,750.00	2,750.00	3,150.00	3,200.00	2,085.00	
United Negro College Fund	20,527.08	23,479.32	24,023.76	25,838.92	24,442.61	39,310.17	31,719.35	31,109.40	29,677.65	32,331.53	
Baptist Gen. Conv. of Texas	10,120.00	20,000.00	15,000.00	15,000.00	21,000.00	16,000.00	24,000.00	27,500.00	30,000.00	21,000.00	
Baptist Miss. Educ.Conv.(Tex)	1,000.00	5,919.85	2,972.89	3,350.72	4,057.77	3,821.15	2,192.36	4,601.17	5,157.81	11,160.78	
L.K.WILLIAMS Ministers' Inst.	1,678.45	1,916.54	3,525.57	4,381.61	430.72	2,935.09	3,153.13	2,645.32	3,970.94	3,412.26	
Alumni-Organizations & Indiv.	2,352.21	2,597.44	572.70	2,200.00	2,728.00	3,227.53	5,683.93	4,474.71	2,244.44	903.24	
American Baptist Conv. Home Mission Society	-	4,558.19	4,000.00	4,000.00	-	4,733.25	-	-	-	500.00	
Danforth Foundation	-	-	-	-	-	-	-	10,000.00	10,000.00	15,000.00	
OTHER FOUNDATIONS	-	-	-	-	-	-	-	-	-	16,500.00	
Churches-CHOIR TOUR	-	-	-	-	-	-	-	-	-	5,149.06	
OTHER GIFTS & GRANTS	3,053.17	8,388.58	1,570.92	1,781.05	8,336.48	6,277.59	4,252.25	7,303.83	10,190.19	1,608.88	
TOTAL CURRENT *	41,770.91	71,037.67	54,263.59	61,552.30	63,069.98	79,173.63	81,909.86	99,517.86	103,270.03	117,229.75	772,795.58
CAPITAL FUNDS											
UNITED NEGRO COLLEGE FUND	-	-	167,936.00	118,080.00	-	-	-	2,512.17	-	-	
Baptist Foundation of Texas Annuity and Other	-	-	8,500.00	296.00	11,400.00	-	-	-	-	-	
FORD FOUNDATION	-	-	-	50,000.00	41,000.00	-	-	-	-	-	
Baptist Miss. & Educ. Convention of Texas	-	-	-	-	116,840.00	-	-	-	-	1,240.00	
American Baptist Conv. Board of Education	-	-	-	-	-	-	-	5,000.00	-	-	
ALUMNI	-	-	-	-	-	-	-	500.00	-	-	
INDIVIDUALS	-	-	-	-	-	-	600.00	-	-	7,804.00	
TOTAL CAPITAL	-	-	176,436.00	168,376.00	169,240.00	-	600.00	8,012.17	-	9,044.00	531,708.17
TOTAL ALL PURPOSES	41,770.91	71,037.67	230,699.59	229,928.30	232,309.98	79,173.63	82,509.86	107,530.03	103,270.03	126,273.75	1,304,503.75

1960-1970
GIFTS FROM PRIVATE SOURCES
BISHOP COLLEGE

BISHOP COLLEGE

SCHEDULE OF GIFTS AND GRANTS FROM PRIVATE SOURCES 1960-1970

SOURCE	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	TOTAL
	$	$	$	$	$	$	$	$	$	$	
American Baptist Convention Board of Education	22,864	26,951	27,803	12,809	10,925	9,882	8,050	9,700	8,931	8,040	
Bapt. Gen. Conv. of Texas	24,160	28,550	29,700	32,750	33,050	33,625	32,892	33,000	33,440	32,820	
United Negro College Fund	34,122	38,862	39,801	49,098	59,737	77,964	157,170	160,559	160,285	147,436	
Dallas Sustentation Campaign	26,175	31,995	65,545	24,616	63,343	48,354	63,174	114,241	202,996	244,023	
L. K. Williams Ministers' Inst.	6,324	7,582	13,922	15,040	15,233	20,261	27,910	35,338	59,787	41,003	
Alumni-Organizations, Individ.	2,712	2,114	3,412	2,893	5,587	8,482	7,047	12,917	12,856	13,715	
Bapt. Miss. Educ. Conv. of Tex.	2,124	1,065	151	5,628	15,484	13,501	8,389	18,090	8,616	6,138	
Carr P. Collins Trust No. 2	-	13,984	-	-	-	-	-	-	-	-	
Various Churches (CHOIR TOUR)	4,975	5,860	7,885	7,987	6,001	7,166	5,849	8,902	9,885	13,881	
Foundations and Corporations	15,000	10,262	21,228	1,713	44,170	39,174	83,233	7,450	77,514	43,264	
FORD FOUNDATION	-	-	-	-	216,178	203,794	201,416	201,801	195,284	206,598	
OTHER GIFTS & GRANTS	3,536	1,330	1,524	3,537	4,516	13,501	9,499	6,580	861	10,554	
TOTAL CURRENT	141,992	168,555	210,971	156,071	474,224	475,704	604,629	608,578	770,355	767,472	4,378,881
SCHOLARSHIP FUNDS											
Baptist Miss. Educ. Conv.	6,531	8,664	16,754	9,706	18,269	10,000	21,512	22,654	10,535	15,705	
Corporations, Foundations & Ind.	3,000	5,000	-	3,500	2,500	5,000	12,500	10,000	5,000	5,000	
Alumni	3,000	5,531	7,958	5,880	8,756	4,912	6,821	7,054	8,526	9,025	
TOTAL SCHOLARSHIPS	12,531	19,195	24,712	19,086	29,525	19,912	40,833	39,708	24,061	29,730	459,493
CAPITAL FUNDS											
Foundations and Corporations and Individuals	641,513	379,728	274,900	156,000	155,040	2,105,549	241,097	359,892	20,079	26,000	
Bapt. Miss. & Educ. Conv.	4,065	9,241	12,041	16,402	10,506	14,739	36,508	19,183	43,627	28,000	
TOTAL CAPITAL	645,578	388,969	286,941	172,402	165,546	2,129,288	277,605	379,075	63,706	54,000	4,554,110
TOTAL ALL PURPOSES	800,101	576,719	522,624	347,559	669,295	2,615,904	923,067	1,027,361	858,122	851,202	9,191,954

1970-1977
GIFTS FROM PRIVATE SOURCES
BISHOP COLLEGE

BISHOP COLLEGE

SCHEDULE OF GIFTS AND GRANTS FROM PRIVATE SOURCES

1970-1977

SOURCE	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	TOTAL
CURRENT FUNDS								
Churches and Church Organizations								
Progressive National Baptist Conv.	*	*	*	1,000	*	*	17,890	
Baptist General Convention of Texas	30,235	30,424	15,535	*****	*****	*****	*****	
BM & E Convention of Texas	20,317	20,706	28,125	25,936	27,143	28,547	24,175	
American Bapt. Conv. Bd. of Educ.	10,721	14,362	6,669	360	2,770	20,100	25,643	
Texas Bapt. Conv. & Churches	*	*	*	*	9,216	6,200	1,675	
Miss. Bapt. Gen'l. Conv. of Texas	6,521	7,542	11,251	12,784	30,583	24,675	31,445	
Oklahoma Baptist Conv. & Churches	4,720	5,805	6,520	7,521	9,523	7,821	9,225	
Louisiana Baptist Conv. & Churches	*	*	*	*	8,408	3,400	3,800	
Western States and Calif. Bapt. Conv.	10,000	11,205	10,775	14,550	16,666	12,652	16,955	
Pennsylvania National Convention	*	*	*	*	6,458	4,658	3,438	
New York National Baptist Convention	*	*	*	*	2,605	2,000	3,455	
Michigan U.S.A., Inc.	*	*	*	*	1,450	1,200	380	
Massachusetts Baptist Convention	*	*	*	*	240	750	1,410	
Ohio Baptist Convention	*	*	*	*	2,403	2,550	1,050	
Indiana Baptist Convention	*	*	*	*	2,660	1,052	500	
Colorado Baptist Convention	*	*	*	*	1,542	1,224	707	
Other Churches And Organizations	8,967	8,818	7,792	15,118	****	****	****	
National Church Relations Drive and L. K. Williams Ministers' Inst.(Misc)	15,111	33,450	34,370	38,792	34,954	25,534	26,732	
Total Church Giving (CURRENT FUNDS)	*106,592*	*132,312*	*121,037*	*116,061***	*156,621*	*142,363*	*168,482*	
Other CURRENT FUNDS								
ALUMNI	12,197	11,968	32,115	14,714	10,938	2,670+	5,583+	
UNITED NEGRO COLLEGE FUND	172,262	186,005	223,296	205,536	235,517	243,673	266,610	
BISHOP-UNCF SUSTENTATION	212,861	280,648	289,172	317,081	400,000	670,443	600,674	
THE FORD FOUNDATION	238,006	192,161	544,221	621,709	439,611	440,000	410,000	
OTHER FOUNDATIONS	26,673	92,834	108,359	230,059	44,422	35,662	48,390	
OTHER GIFTS AND GRANTS	19,362	34,849	9,812	12,916	330,264	116,482	109,685	
TOTAL CURRENT FUNDS	787,943	930,777	1,328,012	1,518,076	1,617,373	1,671,293	1,609,424	9,462,898
Scholarship gifts								
FORD FOUNDATION	65,000	65,000	65,000	65,000	110,000	110,000	90,000	
CHURCHES	14,260	22,572	22,784	52,920	68,531	72,403	67,467	
OTHER FOUNDATIONS & INDIVIDUALS	29,100	34,514	59,044	30,200	39,752	28,437	42,580	
LOAN FUNDS	1,930	-	-	-	-	-	-	
TOTAL SCHOLARSHIP GIFTS	110,290	122,086	146,828	148,120	218,283	210,840	199,847	1,156,294
Capital Gifts								
INDIVIDUALS	14,000	3,495	23,391	1,759,547	1,129,773	256,727	592,557	
FOUNDATIONS	137,693	60,000	130,000[1]	500,000	475,680	142,000	240,000	
CHURCHES & CHURCH ORGANIZATIONS	-	-	-	917,000	710,000	23,905	17,523	
OTHER (Loans & Capital Funds)	11,104	19,385	1,000,000[2]	-	-	-	-	
TOTAL CAPITAL GIFTS	162,797	82,880	1,153,391	3,176,547	2,315,453	422,632	850,080	8,163,780
TOTAL ALL PURPOSES	1,061,030	1,135,743	2,628,231	4,842,743	4,151,109	2,304,765	2,659,351	18,782,972

* Previous years' gifts reflected in "Other Churches and Organizations."

** $52,920 in Church Scholarship Funds giving not included

*** $68,531 in Church Scholarship Funds giving not included

**** Included in National Church Relations Drive and L. K. Williams Institute

***** Contributions included in Scholarship Funds

\+ Additional Alumni Giving in Bishop-UNCF Sustentation listing

1 Includes $100,00 grant from Ford Foundation

2 LOAN - Dallas Higher Education Authority #2